

Development of a Personal-Social Guidance Program to Enhance Student Discipline

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Abstract

At the elementary school level, discipline is understood not only as adherence to rules but also as the process of internalizing positive values that will influence students' future academic, social, and emotional development. This study aims to develop a social personal guidance program to improve the discipline of elementary school students at SD Negeri 3 Kalikajar. The study used a Research and Development (R&D) approach with the ADDIE model which includes the stages of analysis, design, development, implementation, and evaluation. The results of the study indicate that the condition of student discipline still needs to be improved, especially in aspects of punctuality, compliance with rules, responsibility in completing assignments, and orderly learning. The social personal guidance program developed was compiled based on an analysis of student needs and validated by experts so that it was declared feasible to be implemented in elementary schools. The implementation of the program through classical services, group guidance, habituation, and positive reinforcement showed a change in student discipline behavior towards the better. Thus, the social personal guidance program is effective as a systematic effort to improve the discipline of elementary school students through a preventive, developmental, and needs-based approach.

Keywords

ADDIE, Program Development, Student Character, Student Discipline, Social Personal Guidance.



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INTRODUCTION

Discipline is a crucial foundation for character development in elementary school students because it directly relates to a child's ability to obey rules, manage behavior, respect time, and be responsible for their duties and obligations at school. At the elementary school level, discipline is understood not only as adherence to rules but also as the process of internalizing positive values that will influence students' future academic, social, and emotional development. In practice, many elementary schools

still face disciplinary issues, such as late arrivals to school, lack of discipline during lessons, failure to complete assignments on time, and low adherence to classroom rules. This situation demonstrates that student discipline cannot be developed simply through enforcing rules but requires planned, systematic educational interventions that address aspects of students' personal and social development. Therefore, schools need to develop programs that can help students understand themselves, control their behavior, and build awareness of independent discipline through social and personal guidance services (Warnisa, 2020; Rusdi, 2023).

Personal social guidance is a service within guidance and counseling that aims to help students develop self-understanding skills, adapt to their environment, build healthy social relationships, and resolve personal and social problems. In the elementary school context, this service is particularly relevant because students are in the early stages of development, developing habits, self-control, and social interaction. Through personal social guidance, students can be helped to recognize the importance of responsibility, obey rules, manage emotions, and cultivate orderly behavior in school life. This service serves not only a curative function when students have committed violations, but also a preventive and developmental one, namely preventing the emergence of undisciplined behavior and developing students' social-emotional potential so they can behave in accordance with school norms. Therefore, developing a personal social guidance program in elementary schools is an appropriate strategy to strengthen the formation of disciplined character in a more humane, educational, and sustainable manner (Karim, 2020; Hardiansyah, 2020).

The urgency of developing a personal social guidance program is even greater as schools face changing student characteristics and the challenges of an increasingly complex learning environment. Elementary school students today grow up in an environment influenced by technology, diverse parenting styles, and social dynamics that can influence their disciplinary behavior. In such circumstances, a discipline-based approach that emphasizes punishment alone is often ineffective, can even lead to resistance, and fails to address the root causes of student behavior problems. Conversely, a social and personal guidance program allows teachers or counselors to explore the underlying causes of indiscipline, such as lack of self-control, weak motivation, social adjustment issues, or minimal environmental support. A structured program can include orientation services, information services, group guidance, individual counseling, and integrated habituation activities to foster disciplined student behavior. With this approach, discipline is viewed as the result of a

comprehensive development process, not simply the result of rule enforcement (Nazari & Utami, 2022; Warnisa, 2020).

In elementary schools, classroom teachers are often the closest observers of students' daily behavior. Therefore, developing a social personal guidance program requires collaboration between the classroom teacher, the principal, parents, and, if available, the guidance counselor. This collaboration is crucial because student discipline is not formed solely at school but is also influenced by the family and community environment. An effective social personal guidance program should be designed based on students' actual needs at school, their age-developmental characteristics, the types of violations that frequently occur, and the support of the school system. This means that program development cannot simply copy a general model; it must be based on a needs assessment to ensure that the services provided are truly contextual. In elementary schools like SD Negeri 3 Kalikajar, social conditions, school culture, student character, and interaction patterns between teachers and students are crucial foundations for designing an applicable social personal guidance program to significantly improve student discipline (Hardiansyah, 2020; Rusdi, 2023). Developing a social personal guidance program to improve student discipline at Kalikajar 3 Public Elementary School is crucial because elementary school is the initial stage instilling values, habits, and character that will carry over to subsequent levels of education. If discipline can be developed early through appropriate services, students will not only demonstrate compliance with school rules but also develop an internal awareness of responsibility, respect for time, and control their behavior in various situations. Conversely, if disciplinary issues are not addressed systematically, they can impact the quality of learning, disrupt the classroom climate, and weaken student character development. Based on this, research on the development of a social personal guidance program at Kalikajar 3 Public Elementary School is relevant to produce a program design that meets the school's needs and can serve as an alternative solution to improve elementary school student discipline. This research is expected to not only provide practical contributions to the school but also enrich studies on the implementation of social personal guidance services at the elementary school level, particularly in strengthening students' disciplined character (Karim, 2020; Nazari & Utami, 2022).

METHODS

The research method used in the study of the Development of a Social Personal Guidance Program to Improve Elementary School Student Discipline at SD Negeri 3 Kalikajar is Research and Development (R&D) by adapting the ADDIE model

development steps which include the stages of analysis, design, development, implementation, and evaluation. This research was conducted at SD Negeri 3 Kalikajar with research subjects including the principal, class teachers, and elementary school students who were selected purposively according to the needs of program development. The analysis stage was carried out to identify the condition of student discipline, forms of disciplinary violations that often occur, and the need for social personal guidance services in schools through observation, interviews, and documentation studies. The design stage focused on preparing a social personal guidance program plan that included objectives, service materials, implementation strategies, media, and program evaluation. Furthermore, the development stage was carried out by compiling a complete program product and validating it with guidance and counseling experts and education practitioners to obtain input regarding the feasibility of the content, language, and implementation of the program. The implementation phase was conducted on a limited basis among students at SD Negeri 3 Kalikajar to assess the program's applicability in improving discipline, while the evaluation phase was conducted formatively and summatively through analysis of observation results, questionnaires, and feedback from teachers and students. The research data were analyzed using simple qualitative and quantitative descriptive methods to assess the level of need, feasibility, and initial effectiveness of the program developed as a model of personal social guidance services for elementary school students.

FINDINGS AND DISCUSSION

Elementary School Student Discipline at Kalikajar 3 Public Elementary School

Elementary school student discipline is a crucial indicator for assessing the success of character development within the school environment. In the context of Kalikajar 3 Public Elementary School, initial identification results indicate that student discipline still requires strengthening through more systematic interventions. Behaviors reflecting low discipline are generally seen in late arrivals to school, lack of discipline during lessons, not promptly completing assignments assigned by the teacher, talking to themselves during lessons, and inconsistent adherence to classroom rules. These conditions indicate that some students do not yet fully develop the internal awareness to make discipline a daily habit. From a primary education perspective, discipline is not simply adherence to formal rules, but rather the process of developing self-control, responsibility, and moral awareness, which must be instilled from an early age. Therefore, mapping student discipline is an important first

step in determining the type of personal and social guidance services that best suit the needs of elementary school students (Sari & Arifin, 2020; Rukmana, 2021).

Observations of student behavior in the school environment indicate that disciplinary issues do not always manifest as serious violations, but rather often manifest as minor habits that, if left unchecked, can develop negative behavioral patterns. For example, students arrive late, forget to bring their study supplies, don't wear their full school attire, or lack focus when the teacher explains material. From a developmental perspective, these behaviors are strongly influenced by the socio-emotional stage of development, which still requires guidance, familiarization, and reinforcement from the surrounding environment. Discipline at elementary school age is fundamentally not yet fully developed as a mature awareness, so it requires support through consistent guidance and an educational approach. Therefore, the low level of student discipline at Kalikajar 3 Elementary School cannot be understood solely as a form of delinquency or defiance, but also reflects the need for guidance in self-management, social adjustment, and the development of personal responsibility within the school environment (Wulandari & Fauziah, 2021; Ningsih et al., 2022).

Besides being evident in daily classroom behavior, student discipline is also closely related to the developing school culture. Schools with a strong disciplinary culture generally display consistent disciplined habits across the school community, from punctual attendance, wearing uniforms as prescribed, carrying out class duties, to adherence to learning rules. Conversely, if disciplinary habits are not implemented evenly, students will more easily interpret rules as flexible and not mandatory. At Kalikajar 3 Public Elementary School, preliminary findings indicate that discipline development still relies primarily on direct teacher reprimands, while reinforcement through structured programs has not been optimally implemented. Theoretically, establishing effective discipline is not sufficient with external control in the form of punishment or reprimands; it needs to be integrated with habituation, role modeling, and mentoring that helps students understand the rationale behind the rules. Therefore, student discipline also needs to be analyzed in relation to the school guidance system so that solutions developed do not stop at addressing symptoms but instead target the root causes of student behavior problems (Prasetyo & Rahmawati, 2020; Lestari, 2023).

The causes of low student discipline in elementary schools are generally multidimensional, encompassing individual, family, and school factors. From an individual perspective, students who are unable to control their emotions, lack motivation to learn, or are not accustomed to taking responsibility tend to exhibit

undisciplined behavior. From a family perspective, overly permissive parenting styles, lack of parental supervision of children's study habits, and inconsistent home rules can influence children's behavior at school. Meanwhile, from a school perspective, low discipline can be triggered by a lack of consistent habits, suboptimal collaboration between teachers and parents, and a lack of mentoring services focused on students' personal and social development. Based on analysis of developmental guidance and counseling theory, disciplinary behavior results from the interaction of internal and external factors, so development efforts must be comprehensive. In the context of SD Negeri 3 Kalikajar, understanding these causal factors is crucial so that the program developed truly stems from students' real needs, not merely normative assumptions about disciplinary behavior (Mulyani & Hidayat, 2021; Puspitasari et al., 2022).

The findings regarding student discipline at Kalikajar 3 Public Elementary School also demonstrate the need for more targeted social personal guidance services. Previously, handling of indiscipline was often done incidentally, for example through reprimands, advice, or summoning parents after the violation had already occurred. While this approach is important, it is insufficient to build sustainable discipline awareness. Social personal guidance offers a more preventative and developmental approach because it positions students as individuals who need help understanding themselves, recognizing the consequences of their behavior, learning to make appropriate decisions, and adapting to the demands of the school environment. In theoretical studies, social personal guidance services play a crucial role in helping students develop self-control, empathy, interaction skills, and social responsibility, all of which are foundational for developing disciplined behavior. Therefore, the results of identifying the initial conditions of student discipline indicate that schools need programs that not only emphasize compliance with rules but also support students' more holistic personal and social development (Amalia & Yuliana, 2020; Hidayati et al., 2023). Overall, the condition of student discipline at SD Negeri 3 Kalikajar indicates that character development still requires strengthening through a systematic, contextual, and sustainable program. The low level of discipline, evident in tardiness, non-compliance with class rules, lack of responsibility for assignments, and weak self-control, indicates that students require services that are not only corrective, but also preventive and developmental. Theoretical analysis confirms that discipline in elementary school students must be built through habituation, role models, environmental reinforcement, and personal and social guidance appropriate to the child's developmental stage. Therefore, the results of this sub-research confirm that the development of a personal and social guidance program at SD Negeri 3 Kalikajar is

relevant and urgent, as the program can be a strategic instrument to address students' real needs in developing more stable, conscious, and responsible disciplined behavior in daily school life (Rahman & Kurniawati, 2021; Fitriani et al., 2024).

Developing a Social Personal Guidance Program to Improve Student Discipline

The process of developing a social personal guidance program at SD Negeri 3 Kalikajar began with a needs analysis, which aimed to map the actual state of student discipline, the predominant forms of violations, and service needs relevant to the characteristics of elementary school students. The research results indicated that the needs analysis was the most crucial stage because effective program design must be based on field data, not simply normative assumptions about disciplinary behavior. At SD Negeri 3 Kalikajar, service needs were identified through observations of late attendance, lack of discipline during lessons, non-compliance with classroom rules, and low responsibility in completing assignments. These findings were then combined with teacher interviews to identify causal factors and existing interventions. Theoretically, this needs-based approach aligns with the principles of developmental guidance and counseling, which emphasize that service programs must be designed according to developmental tasks, actual student problems, and the school context to ensure high relevance and effectiveness. Thus, the needs analysis stage not only identifies problems but also serves as the basis for determining the direction, priorities, and structure of the social personal guidance program that will be developed to improve student discipline (Imanulloh et al., 2021; Hariningsih et al., 2022).

Based on the results of the needs analysis, the next stage is to formulate the objectives of the social personal guidance program, specifically aimed at strengthening student discipline. This research indicates that the program objective cannot be formulated generally as "improving discipline" but needs to be translated into more operational behavioral indicators, such as increasing punctuality in school attendance, fostering compliance with classroom rules, cultivating the habit of completing assignments on time, and fostering personal responsibility for maintaining order in the classroom. Formulating detailed objectives facilitates schools in developing service materials, determining implementation strategies, and measuring program success. In theoretical analysis, the objectives of social personal guidance services at the elementary school level should be oriented toward developing self-awareness, self-control, responsibility, and social adjustment skills, as disciplined behavior in children is not formed instantly through commands, but rather through a gradual social learning process. Therefore, the program objectives formulated at SD Negeri 3 Kalikajar not only emphasize visible behavioral changes but also strengthen students'

internal aspects as a foundation for developing more stable and sustainable discipline (Hanik et al., 2021; Suliswanto, 2021).

The next stage of development was the development of program components, including service materials, implementation strategies, methods, media, schedules, and evaluation. Research results show that the social personal guidance program developed at SD Negeri 3 Kalikajar is structured in an integrated manner, taking into account the needs of elementary school students, who tend to be more responsive to concrete, communicative, and habit-based approaches. The service materials focus on the importance of discipline in school life, responsibility for assignments, adherence to rules, emotional management during learning, and the ability to work together and respect shared rules. The program implementation strategy is designed through classical services, group guidance, daily habituation, positive reinforcement from teachers, and collaboration with parents. Theoretically, this program structure demonstrates that social personal guidance is not an incidental service but rather an intervention system that combines preventive, developmental, and corrective aspects. This approach is important because elementary school students' discipline problems are generally not sufficiently addressed with one type of service, but require a combination of providing understanding, habit training, personal guidance, and consistent environmental reinforcement (Anami et al., 2022; Rusdi, 2022).

In the program development process, determining methods and media is also crucial because it directly relates to the effectiveness of service delivery to elementary school students. Research shows that lectures alone are inadequate for instilling discipline in elementary school-aged children. Therefore, the program developed emphasizes the use of simple discussions, educational games, simulations of disciplined behavior, providing concrete examples, and brief teacher-guided reflections. Service media can include habituation sheets, behavior reinforcement cards, disciplinary posters, and daily discipline schedules that are easy for students to understand. Theoretical analysis indicates that the use of active methods and visual media is crucial in elementary school guidance services because children at this stage learn more easily through direct experience, repetition, and concrete symbols. Furthermore, positive reinforcement such as praise, simple rewards, and personal feedback also play a significant role in strengthening disciplined behavior. Therefore, the development of the social personal guidance program at SD Negeri 3 Kalikajar positions methods and media not merely as technical complements but as pedagogical tools that help students relate discipline more closely to their daily experiences at school (Nazari & Utami, 2022; Nu'ma, 2022). The next stage in the development

process is program validation by education experts and practitioners to assess the feasibility of the program's content, implementation, and suitability to the needs of elementary school students. Research results indicate that validation is necessary to ensure that the program is not only conceptually sound but also realistic for implementation in an elementary school environment with available resources. At this stage, aspects assessed include clarity of program objectives, relevance of material to student discipline issues, appropriateness of methods, measurability of evaluation, and integration of the program with school activities. Theoretical analysis confirms that expert validation is a crucial part of program development because it serves as a refinement mechanism prior to implementation. Social and personal guidance programs that have undergone validation tend to be more focused, systematic, and have a greater chance of success. At SD Negeri 3 Kalikajar, the validation stage also reinforces the principle that guidance program development should not be purely administrative but rather should be truly designed as a service tool that teachers can use practically to foster student discipline on an ongoing basis (Rahadian & Budiningsih, 2023; Fauzi et al., 2020). Overall, the results of this sub-research indicate that the development process of the social personal guidance program at SD Negeri 3 Kalikajar proceeded through systematic stages, starting from needs analysis, formulation of objectives, preparation of materials and service strategies, selection of methods and media, and validation of the program before implementation. Theoretical analysis shows that the success of the program development is largely determined by the alignment between student needs, the developmental characteristics of elementary school children, and the cultural context of the school where the program is implemented. The program developed is not simply a collection of guidance activities, but a targeted intervention design to help students develop self-control, responsibility, compliance with rules, and social awareness as the core of disciplined behavior. Therefore, the development process of the social personal guidance program at SD Negeri 3 Kalikajar can be understood as a systematic effort to transform discipline development from a reactive approach to a preventive and developmental approach that is more appropriate to the needs of today's elementary education (Astuti et al., 2022; Imanulloh et al., 2021).

Feasibility and Implementation of the Social Personal Guidance Program in Improving Student Discipline

The results of the feasibility study indicate that the social personal guidance program developed to improve student discipline at Kalikajar 3 Public Elementary School is deemed feasible for implementation because it meets the elements of needs,

objectives, materials, strategies, and integrated service evaluation. The program's feasibility is evident from the alignment between student discipline issues encountered in the field and the designed program content, which emphasizes the development of discipline, personal responsibility, compliance with rules, and the ability to control behavior in learning situations. From the perspective of developing a guidance and counseling program, feasibility not only means that the program can be used administratively but also that it must be relevant to the developmental stage of elementary school students, realistic for teachers to implement, and able to meet the actual needs of the school. Therefore, feasibility validation in this study goes beyond examining the program's format, but also assesses whether the designed service can truly serve as a functional educational instrument in shaping students' disciplined behavior. These results align with the view that a good personal and social guidance program must be structured based on the principles of student development, school needs, and the meaningfulness of the service material for students' daily lives in elementary education (Hanum, 2021; Haryati, 2020).

Program feasibility is also reflected in the systematic integration of program components, including service objectives, discipline indicators, guidance materials, methods, media, activity schedules, and evaluation. This research shows that teachers find it easier to implement the program when each component has been designed in detail and operationally. For example, the goal does not stop at the general formulation of "improving discipline" but is translated into concrete behaviors such as arriving on time, obeying classroom rules, maintaining order in the classroom, and completing assignments by the deadline. In theoretical analysis, a clear program structure is a key requirement for successful guidance services, as overly general programs are difficult to translate into practice. A viable program should provide teachers with clear direction regarding what to do, to whom services are provided, when they will be implemented, and how changes in student behavior will be measured. Thus, the validation results indicate that the social personal guidance program at SD Negeri 3 Kalikajar has a strong operational foundation for implementation as part of the disciplinary character development program in elementary schools (Dwinanda, 2024; Kamilah, 2024).

At the implementation stage, the research results indicate that the social personal guidance program can be implemented in stages through classroom services, group guidance, daily habituation, positive reinforcement, and coordination with class teachers. Program implementation is not positioned as an additional activity separate from school activities, but rather integrated into the learning routine and school

culture. For example, classroom services are used to provide an understanding of the importance of discipline, group guidance is used to discuss orderly behavior and responsibility, while daily habituation is carried out through supervision of attendance, neatness, and assignment completion. These findings confirm that the success of program implementation is greatly influenced by the school's ability to make guidance services part of students' daily learning experiences. Theoretically, this implementation approach aligns with the principles of developmental guidance, which view services as an ongoing process, not a one-time event. This means that discipline is not sufficiently formed through a single counseling session, but through repetition of positive behavior, consistent reinforcement, and active involvement of teachers in accompanying student changes (Fitri, 2024; Alharmaini, 2024).

The implementation results also showed that teachers' responses to the program tended to be positive, as it provided them with more structured guidelines for addressing student discipline issues. Prior to the program's development, handling of indiscipline was largely spontaneous, such as reprimands, counseling, or warnings upon infractions. Once the program was in place, teachers had a reference point for preventive measures, forms of habituation, reinforcement materials, and follow-up mechanisms for students who continued to exhibit undisciplined behavior. From the student perspective, the program's implementation helped them understand that discipline is not merely an obligation to obey rules, but also a part of personal responsibility and appreciation for the learning process. Theoretical analysis shows that when students understand the meaning of discipline through a communicative guidance process, the opportunity for internal awareness to emerge is greater than if discipline is only understood as a threat of punishment. In other words, the implementation of the social personal guidance program at SD Negeri 3 Kalikajar demonstrates a shift in approach from a reactive coaching pattern to a more educational, preventative, and student-centered mentoring pattern (Badriyah et al., 2023; Rosita et al., 2024). The initial effectiveness of the program was evident in changes in student behavior across several discipline indicators following a limited pilot test. These changes were evident in increased punctuality in school attendance, a reduction in simple violations such as not bringing school supplies, increased compliance with classroom rules, and greater responsibility in completing assignments. While these changes cannot yet be interpreted as permanent outcomes, the findings indicate that the program has the potential to be effective as a means of fostering discipline in elementary schools. Theoretically, the effectiveness of social and personal guidance services in fostering discipline is strongly influenced by continuity

of implementation, consistent teacher reinforcement, and family support. Therefore, program effectiveness is measured not only by momentary behavioral changes but also by the extent to which the program fosters repeated discipline habits and increased independence. In the context of this research, implementation results indicate that programs designed based on needs, validated, and implemented in an integrated manner have a significant potential to improve the quality of elementary school student discipline in a more sustainable manner (Nasution et al., 2024; Santosa et al., 2022).

Overall, the results of this sub-research confirm that the social personal guidance program developed at SD Negeri 3 Kalikajar is feasible, can be implemented realistically, and demonstrates initial effectiveness in improving student discipline. The feasibility of the program is evident from the alignment of the content with student needs and the school context. Implementation occurs through the integration of services with educational routines. Initial effectiveness is evident from changes in disciplinary behavior in aspects of attendance, compliance, orderliness, and responsibility for learning. Theoretical analysis supports these findings by emphasizing that an effective social personal guidance program must be systematic, contextual, preventive, and developmental. Thus, this program functions not only as a guidance service tool but also as a character education strategy that helps schools build a more targeted culture of discipline. These findings also confirm that developing a social personal guidance program in elementary schools can be a relevant intervention model to strengthen the formation of student discipline from an early age through an educational, humane, and sustainable approach (Hanum, 2021; Badriyah et al., 2023; Rosita et al., 2024).

CONCLUSION

Based on the research results, the development of a social personal guidance program to improve student discipline at SD Negeri 3 Kalikajar shows that student discipline problems are still apparent in aspects of late attendance, compliance with regulations, responsibility in completing assignments, and order during the learning process, so that services are needed that are not only corrective, but also preventive and developmental. The developed program is structured through systematic stages starting from needs analysis, formulation of objectives, preparation of materials, service strategies, methods, media, to expert validation, resulting in a program design that is relevant to the characteristics of elementary school students and school needs. The implementation results show that the social personal guidance program is feasible

to implement and has initial effectiveness in helping improve student discipline through habituation, positive reinforcement, classical services, group guidance, and teacher involvement in daily mentoring. Thus, the social personal guidance program can be a strategic alternative in building elementary school student discipline in a more focused, humanistic, and sustainable manner, while strengthening the formation of disciplined character as an important part of the educational process in elementary schools.

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