



Original Article

The Role of the Homeroom Teacher in Improving Discipline of Family Dysfunction Students at Labschool STKIP Muhammadiyah High School, Sorong Regency, Southwest Papua

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Abstract:

Family dysfunction is a condition where there is conflict or disagreement between one individual and another individual in a family, causing a loss of affection, warmth and a sense of well-being. Respect each family member. This research aims to determine the forms of dysfunction family, description of student discipline, family dysfunction, and the role of guardians class in improving the discipline of family dysfunction students in high school Labschool STKIP Muhammadiyah Sorong Regency. This type of research is descriptive with a qualitative approach. The results of the research show that the dysfunction that occurs in students at SMA Labschool STKIP Muhammadiyah Sorong Regency, namely education, economics, and communication. An overview of student discipline This dysfunctional family experiences problems with school violations, including not doing assignments on time, not wearing uniforms according to the rules, skipping school, and speaking harshly towards teachers. The role of the homeroom teacher is in improving student discipline family dysfunction, namely, advice and guidance, motivational and enthusiastic support, direction obtained through interpersonal guidance, emotional approaches, exemplary discipline, routine supervision, and collaboration with the school, family and community.

Keywords: Role of Homeroom Teacher, Discipline, Family Dysfunction.

Introduction

The life that humans carry out in their daily lives contains an activity that becomes a habit and repeats it regularly from time to time and in relation to other humans in a environment. In these activities, there are values and norms that become basis for measuring the correctness or effectiveness of its implementation by somebody. As a social creature who can never be separated from relationships with other people or community groups, then there needs to be standards to enforce value



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in human interactions ([Ummah, 2019](#)). Interpersonal interactions are significantly shaped by emotional ties. Mutual respect, trust, and empathy are crucial elements that promote greater interaction and comprehension between people ([Kim dkk, 2022](#)). If someone cannot apply values and norms in their daily life then their life will become disorderly. Therefore, there is a need for discipline in living daily life both at school and outside school.

Character education is an integral part of educational discipline. It aims to shape students' ethical and moral behavior, as well as prepare them as future leaders. In this context, self-discipline becomes one of the main pillars of character education, which includes values such as responsibility, honesty and concern for others ([Suprpto, 2022](#)). Discipline in the classroom is a key factor in creating an environment that supports effective teaching and learning. It involves a variety of methods and approaches designed to manage student behavior and create a positive atmosphere for education ([Alramahi dkk, 2023](#)). Guiding students' disciplinary attitudes in the world of education is one of the important tasks of the class teacher which is manifested in developing students' morals..

Homeroom teachers have the primary responsibility for instilling character values that are in accordance with national education standards. They design and guide activities that encourage the application of important values such as honesty, respect, discipline, and responsibility among students ([Putri dkk, 2023](#)). Parents have a big influence on students' anxiety levels and social skills. High expectations can cause stress, but when balanced with support and understanding, they can encourage students to strive for the best results ([Varzaneh dkk, 2024](#)). The formation of disciplinary character by a student is not Just stop through the world of education. The role of parents is very important inform discipline for a child. The love given by they are able to shape children into better and more self-possessed individuals high discipline. But on the other hand, students who are born in families are not harmonious and have economic problems, tend to grow become undisciplined students. Therefore the role of the teacher, especially a homeroom teacher is very necessary in this case.

By showing disciplined behavior, the homeroom teacher acts as a role model for his students. Arriving on time, following school rules, and showing respect for others are attitudes that students usually emulate ([Dewi dkk, 2023](#)). Based on observations and interviews conducted at Labschool High School STKIP Muhammadiyah Sorong Regency that there are several related problems students' attitudes in daily learning activities in the school environment. This problem shows signs of problems related to discipline. Indicator shows that this happens in some students, such as attitudes tend to deny the teacher's warnings, not wear uniforms, and disobey school rules. Various forms of problems related to this discipline appear Many students show that they have internal problems family or have a background of family dysfunction. This is comparable This is inversely related to the discipline of students who come from different backgrounds harmonious family. Problems that show a lack of discipline from participants family dysfunction students at SMA Labschool STKIP Muhammadiyah Regency Sorong, it is very important for the role of a homeroom teacher to be able to improve the discipline of students.

Methods

Researchers used a qualitative approach in conducting this research. The type of research used in this research is descriptive which is rooted in the scientific background as a whole and humans as research tools. The descriptive method can be interpreted as a method that describes the condition of the subject or object of the researcher based on current, visible facts, namely the indiscipline of some students and the role of the teacher in dealing with it. The research describes the conditions or situations that exist at

Labschool STKIP Muhammadiyah High School, Sorong Regency. The researcher explains the role of the homeroom teacher in managing a class and solving various student problems, especially regarding students' disciplinary attitudes. Apart from that, the researcher got an idea of the class teacher's strategy in developing students' attitudes towards family dysfunction so that they can improve their discipline at school.

This research is a descriptive study that uses a qualitative approach on family dysfunction students at SMA Labschool STKIP Muhammadiyah Sorong Regency in the 2023/2024 academic year. This research uses several methods to obtain answers related to research, namely, observation, in-depth and structured interviews using interview guidelines that lead to research objectives, and documentation.

The data sources explored in this research are primary research originating from observations and interviews with related sources, namely 20 family dysfunction students from classes X and The principal, in addition to the primary data source, the researcher also took secondary data, namely documents related to learning, such as attendance, attendance and discipline evaluation tools used by the homeroom teacher. The data analysis process in this research begins by reviewing all the data that has been obtained from various data collection sources, be it observation, interview results, or documentation. After getting the results of cross checking the validity of the data (triangulation) which was carried out during the data collection technique, the researcher has a lot of information or data obtained while in the field.

Results

Family dysfunction refers to a situation where a family fails to carry out its basic functions effectively, resulting in a negative impact on the well-being and development of its members. Based on Robert K. Merton's structural-functional theory, family dysfunction arises when there are changes in the systems within the family structure which cause the roles of family members to not function as they should ([Putri dkk, 2020](#)). A family can be said to be experiencing dysfunction if the family has poor interpersonal relationships between family members, and a lack of integrity in the bonds and roles of parents towards children.

Family dysfunction refers to a condition when various functions that should be optimally carried out by the family do not run well or are disrupted. There are several families of SMA Labschool STKIP Muhammadiyah Sorong Regency students who do not carry out their functions optimally. This is illustrated by the lack of harmony and problems that occur in various family functions. The relationship between some students and their families experiences disharmony due to disputes and also the incomplete role of the family in the child's development process. Problems with family functions cause an uncomfortable atmosphere and affect the child's concentration at school.

After conducting research for 3 months, there were three studies of research results that answered the problems in this research, namely the forms of family dysfunction in SMA Labschool STKIP Muhammadiyah Sorong Regency, the description of the discipline of students with family dysfunction, and the role of the homeroom teacher in improving the discipline of dysfunctional students. Family

Forms of Family Dysfunction

Based on the findings in the field, there are three family functions that are not carried out optimally by several families of Labschool STKIP Muhammadiyah High School students in Sorong Regency. The following is the number of students for each type of dysfunction that occurs in their families.

Table 1: Number of students at SMA Labschool STKIP Muhammadiyah Sorong Regency according to types of family dysfunction

	Types of Family Dysfunction	Amount	
		Man	Woman
1.	Educational Function	3	4
2.	Economic Functions	6	2
3.	Communication Function	3	2

The problems in family functions can be described as follows:

1. Educational function

The educational function of several families of students at the STKIP Muhammadiyah Labschool High School in Sorong Regency is still not fully implemented, this is indicated by several parents who do not pay enough attention to their children, such as encouragement or enthusiasm for learning. Not only that, in the field it was found that the role of some parents was lacking in reminding students of the values of school discipline. This statement is in accordance with what the class X teacher said, namely Mrs. Dwi Permana Sari.

The child is looking for attention. He became less disciplined because he received less attention from his disharmonious family (family dysfunction) regarding the development of his school. So he behaves like that as if he is looking for attention from his friends and teachers, which he does by acting out, causing problems as if he is looking for attention that he doesn't get in the family (Interview, 27 May 2024).

The same opinion was also expressed by the class XI teacher, namely Mr. Muh. Bajuri as follows:

For the mental condition of students whose parents are divorced or separated, there are several things that cause them to experience changes, one of which is educational attention. This attention is very much a domain for children, during their development period they are looking for character where parents must be present here. The lack of educational background of some parents gives the impression that there is a bit of neglect towards the attitude of children whose parents have broken off their father-mother relationship to become like that, namely doing what they like, what they want, whether they like it or not (freely). they do at school, especially since the influence of friends is very large (Interview, 27 May 2024).

Based on this statement, it can be seen that educational attention from parents is very necessary in the process of psychological assistance to students so that they do not commit school violations or bad behavior.

2. Economic function

Parents act as the main motivator for children in achieving learning achievements. They provide attention, recognize learning difficulties, and provide the facilities needed to support children's education. Parents with good economic conditions can be more effective in meeting their children's educational needs, which has a positive impact on their learning achievement ([Agusmi dkk, 2023](#)). However, fulfilling life's needs alone is not enough to support children's development. The absence of parents due to economic factors influences the lack of attention, education and assistance on children's development. This is what happens to some students with family dysfunction.

After conducting in-depth observations and interviews at SMA Labschool STKIP Muhammadiyah Sorong Regency, researchers found that students who

experienced dysfunction in the family economy were caused by their parents being busy at work and not living and being cared for by their biological parents. In these conditions, there is a less than harmonious relationship with the substitute guardian or caregiver. This condition was motivated by the economic difficulties experienced by parents so they decided to entrust their children to their siblings to look after them. Apart from that, the death of one or both parents is also the cause of this happening. This statement was reinforced by the narrative of one of the students' family members.

The child put up a lot of resistance and was less orderly at school because he was under pressure. When he lived with his surrogate guardian, he seemed to feel a lack of love from his parents and often experienced problems but could not express them. His parents left the two children because of economic difficulties. After his father died, his mother could not provide for all of her child's needs on her own until finally she was moved here to be helped by someone else to look after her (Interview, 26 April 2024).

Parental love plays an important role in children's psychological and emotional development. Lack of attention and affection can cause problems with self-confidence and poor social behavior. Children who do not receive enough attention from their parents may face difficulties in socializing and tend to exhibit negative behavior (Rahayu, 2023). The relationship between a child and his caregiver plays an important role in his development. Conditions of lack of harmony have a significant influence on children's personal development. This can affect the child's emotional and psychological stability. The discomfort or pressure felt by children affects their concentration and focus when it comes to learning.

3. Communication function

The communication function for some students at SMA Labschool STKIP Muhammadiyah Sorong Regency does not work properly between parents and children. Parents should be the ones who often spend time with their children so that the closeness between children and parents becomes more harmonious. Harmonious closeness makes children more likely to be disciplined and always think positively about everything, especially their own future. However, parents who do not take the time to communicate well with their children will result in children not feeling love. This will have a very negative impact on the child's mindset and discipline. The influence of lack of communication on students' development at school was conveyed by the class XI teacher, who said that:

If the presence of parents in communicating the educational process is absent, this will have a big influence on children, mentally. Children will not learn optimally, sometimes they will not attend school, because of this there is no attention from parents so they will not be optimal (Interview, 27 May 2024).

Poor communication between parents and children is also an obstacle for the class teacher to find the right solution to overcome student discipline.

Obstacles in the process of disciplining students are sometimes the attitude of parents and families who don't care enough. This is the biggest obstacle. In addition, apart from obstacles from the students themselves, problems also come from the students' families. Due to a lack of concern, open attitude and communication between parents and children as well as with the school regarding any matters that could be the reason this child dropped out of school. So it is difficult for schools to provide the right solution (Interview, 27 May 2024).

Democratic communication between parents and children can strengthen children's social abilities. when parents talk openly and supportively, children are more likely to interact positively with their peers and social environment. On the other hand, ineffective communication patterns can reduce children's self-confidence in interacting

with other people ([Ruzea dkk, 2023](#)). The function of the family in instilling disciplinary values in students at SMA Labschool STKIP Muhammadiyah Sorong Regency has not been implemented optimally. The roles and functions of the family that should be carried out optimally are hampered by the absence of family functions that run properly.

Description of Family Dysfunction Student Discipline

Students who experience family dysfunction often have poor discipline in the school environment. Students who have these problems often lack focus on the learning process, do not heed the teacher's words, and often deviate from school regulations. This is as stated by the teacher of class

Children who experience family dysfunction will have an impact on their discipline being less and their academics dropping (poor). The behavior of students with dysfunctional families tends to be harsher in terms of language than students who have harmonious families and are less respectful of teachers (Interview, 27 May 2024).

Based on the interview above, it can be seen that family dysfunction greatly influences students' lack of discipline, including students becoming rude in language, as well as academic decline. The lack of discipline in family dysfunction students is not only obtained from the results of interviews, but is also reinforced from the results of observations, namely that there are behaviors that are not in accordance with the indicators of discipline in the school environment.

Based on the results of observations, it can be seen that there are several disciplinary violations of family dysfunction students, including not doing assignments on time, missing school, poor attendance (often forgetful), not focusing on learning in class, disobeying teacher orders, not dressing neatly according to the school uniform, violating school rules, and speaking rudely and being impolite towards teachers and other students.

The Role of the Homeroom Teacher in Improving Discipline of Students with Family Dysfunction

Homeroom teachers need to establish a good and trusting relationship with students. This will make it easier for students to communicate and receive advice regarding discipline. Homeroom teachers need to set clear rules and expectations regarding behavior in the classroom. Consistent application of these rules helps students understand their boundaries and responsibilities, which is critical to improving discipline ([Yusra dkk, 2024](#)).

The homeroom teacher as the party who is responsible for the students in the class they manage has a role in overcoming this problem so that it is hoped that it can improve the students' disciplinary attitude. In the research conducted, the author found that the homeroom teacher had a role in improving the discipline of students with family dysfunction which was demonstrated through various roles. This role is actualized through various strategies, namely:

1. Motivation, encouragement, and enthusiasm, The role of the homeroom teacher is very important in encouraging, motivating and raising the enthusiasm of students who come from troubled families. With an appropriate approach, emotional support, and the implementation of effective teaching methods, homeroom teachers can help students overcome difficulties and reach their full potential ([Suryanti dkk, 2024](#)). For example, during school roll call, the homeroom teacher conveys encouragement and motivation to improve the discipline of students with family dysfunction.
2. Advice and guidance, The homeroom teacher at SMA Labschool STKIP Muhammadiyah uses the advice method to provide comfort to students with family dysfunction. Advice is given to students in a non-judgmental manner and

is carried out specifically in the teacher's office to maintain confidentiality. Thus, assisting students with family dysfunction is carried out by providing understanding in advice and a sense of nurturing so that the students can improve their attitudes to become more disciplined.

3. Personal communication and guidance, The homeroom teacher must show empathy and understanding towards the student's situation. By creating a safe and open atmosphere, students will feel more comfortable sharing the feelings and problems they experience due to family dysfunction ([Mone, 2019](#)). This personal guidance is implemented by the class teacher by conducting open conversations, self-evaluation, providing advice and emotional support to help students with family dysfunction overcome the problems they face so that they can improve their disciplinary attitudes at school.
4. Reprimand or warning, sanctions and appreciation, A reprimand from the homeroom teacher can serve as a reminder to students about inappropriate behavior. This is important to help students realize the consequences of their actions and encourage them to behave better in the future ([Badarudin dkk, 2024](#)). Firmness in enforcing discipline aims to control students with family dysfunction so that they act in accordance with applicable rules and do not rampantly influence other students. This firmness is carried out in stages, starting from responding positively, treatment (action/handling), reward, to expulsion from school.
5. Emotional approach to family dysfunction students, Homeroom teachers can provide moral support by encouraging students to overcome the challenges they face. Giving rewards for small efforts and achievements can increase students' self-confidence ([Ridho dkk, 2024](#)). This approach is demonstrated by the inclusive attitude of the class teacher which is carried out continuously through dialogue that is always carried out by the class teacher with parents and students.
6. Example and inspiration in discipline, The homeroom teacher needs to show discipline through daily behavior, such as being on time and obeying school rules. This attitude becomes an example that students can emulate ([Siska dkk, 2022](#)). This role allows students to see the good examples set by their homeroom teacher, thereby raising their awareness to further improve their discipline.
7. Routine supervision of discipline, The homeroom teacher also has the responsibility to instill discipline habits in the class, which includes establishing firm and consistent rules and monitoring the implementation of these rules ([Syahrani, 2022](#)). Supervision is carried out as a form of school firmness in enforcing rules and regulations for students with family dysfunction.
8. Kerja sama dengan pihak sekolah, guru, orang tua, dan masyarakat, The homeroom teacher needs to hold regular meetings with parents to discuss student progress. This helps parents know the challenges their child is facing and find solutions together. In addition, building an empathetic relationship with parents is important to understand their family conditions and find the best way to support students ([Fatwa dkk, 2024](#)).

The role of the homeroom teacher in improving the discipline of family dysfunction students is realized through various strategies. These various roles are able to encourage students' awareness of family dysfunction to better comply with school rules and overcome problems that result in undisciplined attitudes. This is based on observable attitudes and statements from students with family dysfunction as previously explained. Thus, it can be understood that the homeroom teacher has carried out several roles to improve the discipline of family dysfunction students at SMA Labschool STKIP Muhammadiyah Sorong Regency.

Conclusion

Family dysfunction in the STKIP Muhammadiyah Labschool High School in Sorong Regency occurs because the family does not carry out its functions properly. There are three family functions that do not work as they should for some students at this school, namely economic, educational and communication functions. These three problems are family dysfunction in several high school students at the STKIP Muhammadiyah labschool in Sorong Regency. The factors causing this dysfunction include: a) the death of one or both parents, b) a less than harmonious relationship between the child and the guardian, and c) lack of educational awareness, d) parents being busy at work.

The picture of student discipline problems with family dysfunction is reflected in various behaviors that are not in accordance with discipline indicators in the school environment. These behaviors include not doing assignments on time, skipping school, lacking attendance (often forgetful), not focusing on learning in class, disobeying teacher orders, not dressing neatly according to school uniform, breaking school rules, and speaking harshly and being impolite. towards teachers and other students.

The role of the homeroom teacher in improving the discipline of students with family dysfunction, namely providing comfort through advice and guidance, motivational and enthusiastic support, direction obtained through interpersonal guidance, an emotional approach, exemplary discipline, routine supervision, and collaborating with the school and family. , and society.

Suggestion

The role of the homeroom teacher in improving the discipline of students who come from dysfunctional families is very crucial and strategic. Through a comprehensive approach, such as establishing good communication with parents, character building, and implementing a fair system of rewards and sanctions, it is hoped that a learning environment will be created that supports increasing student discipline. With the right support from the homeroom teacher, school, and parents, students can overcome the challenges they face at home and at school, and develop into individuals who are disciplined, responsible, and ready to face the future.

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