

The Relationship Between School Climate and Student Learning Discipline at SMPN 1 Enam Lingkungan

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ABSTRACT

This study aims to analyze the relationship between school climate and student learning discipline at SMPN 1 Enam Lingkungan. This study uses a quantitative approach with a correlational design. The research sample was 90 students determined through a proportional stratified random sampling technique. Data collection used a Likert scale and was analyzed using descriptive and inferential statistics. The results of the normality test showed that the data were normally distributed ($\text{sig.} = 0.200 > 0.005$), and the linearity test showed a linear relationship ($\text{sig.} = 0.551 > 0.05$). The Pearson correlation test produced a coefficient of 0.631 with a significance value of $0.000 < 0.05$, indicating a strong positive relationship between school climate and student learning discipline. The results of the t-test also showed that the calculated t-value of 7.623 > the t-table value of 1.987, thus confirming the significance of the relationship. The results of the study showed that school climate (3.1) and student learning discipline (3.0) were in the "good" category, reflecting a conducive school climate and students' disciplined behavior. Thus, there is a positive and significant relationship with a strong correlation between school climate and student learning discipline.

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1. INTRODUCTION

Learning discipline is a key factor in supporting the success of the educational process in schools. Learning discipline reflects adherence to rules, responsibility in completing assignments, and consistency in participating in learning activities. In an educational context, learning discipline is seen in adherence to rules, punctuality, adherence to regulations, and sincerity in carrying out academic obligations (Arliyus et al., 2025). Good learning discipline will create an orderly and conducive learning environment that supports the achievement of optimal learning outcomes (Yuliantika, 2017; Ikhsan, 2024). Thus, learning discipline is not only related to adherence to rules but also directly influences the quality of student learning outcomes.

However, this ideal situation has not yet been fully realized at SMPN 1 Enam Lingkungan. Based on attendance data from the odd semester of the 2025/2026 academic year, high levels of unexcused absences (alpa) are still found in several classes. Furthermore, observations and interviews with teachers indicate that some students still procrastinate on assignments, fail to submit them, and even fail to participate in learning evaluations. This situation demonstrates a lack of student responsibility and time management, which impacts student learning discipline.

Theoretically, learning discipline is influenced by two factors: internal and external. Internal factors include self-awareness, compliance, and achievement motivation, while external factors include the environment, facilities, infrastructure, and school conditions (Arliyus et al., 2025). One important external

factor is school climate. Hadiyanto (2016) states that school climate is the atmosphere experienced by all school members as a result of interactions between teachers, students, and the school environment, which influences the learning process.

Initial observations indicate that the school climate at SMPN 1 Enam Lingsung is not fully conducive. This is evident in the lack of emotional support from teachers, limited social-emotional interactions, a lack of variety in learning methods, and limited learning facilities. These conditions have the potential to impact student learning behavior, particularly in terms of discipline.

Previous research also demonstrated a relationship between school climate and learning discipline. Tuzzahra (2023) found a significant relationship between school climate and student learning discipline. Similar results were also found by Zahro (2024) and Ikhsan (2024), who showed that a conducive school climate positively influences student learning discipline. Therefore, the better the school climate, the higher the level of student learning discipline. However, most of these studies measured indicators that examined general student discipline indicators, not focusing on student learning discipline. This study specifically examined the relationship between school climate and student learning discipline at the junior high school level, specifically at SMPN 1 Enam Lingsung. Therefore, further research is needed to provide a more contextual empirical picture.

Based on these issues, efforts are needed to examine the relationship between school climate and student learning discipline as a basis for improving the quality of learning. This study used a quantitative correlational approach to analyze the relationship between these two variables. The objectives of this study are: (1) to describe the school climate at SMPN 1 Enam Lingsung, (2) to describe student learning discipline at SMPN 1 Enam Lingsung, and (3) to test whether there is a significant relationship between school climate and student learning discipline at SMPN 1 Enam Lingsung.

2. METHOD, DATA, ANALYSIS

This study used a quantitative approach with a correlational design to examine the relationship between school climate variables and student learning discipline at SMPN 1 Enam Lingsung. The population in this study was all students at SMPN 1 Enam Lingsung in the 2025/2026 academic year, consisting of 19 classes with a total of 550 students. A sample of 90 students was determined using proportional stratified random sampling based on the Slovin formula with a 10% margin of error. This resulted in a representative sample of the study population.

Data collection was conducted using a Likert-scale questionnaire. To avoid neutral or uncertain responses, this questionnaire used four alternative answer choices according to a modified measurement scale according to (Sugiyono 2019): Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). School climate variables were measured through four main indicators: student support, familiarity, teacher innovation or innovation in learning, and completeness of learning facilities and infrastructure. Meanwhile, student learning discipline was measured through indicators of study time management, adherence to assignments, concentration and commitment to learning, and adherence to school rules and regulations. The instrument was tested for validity and reliability before use. Furthermore, to determine the qualitative results of the study, the following assessment criteria were used:

Table 1. Data Classification and Interpretation

Average Score Range	Sugiyono (2019:17)	Researcher's Interpretation	
		School Climate	Student Learning Discipline
3,26 – 4,00	Very Good	Very Conducive	Very Disciplined
2,51 – 3,25	Good	Conducive	Disciplined
1,76 – 2,50	Quite Good	Less Conducive	Less Disciplined
1,00 – 1,75	Very Poor	Not Conducive	Not Disciplined

Data collection was conducted directly by distributing questionnaires to a sample of respondents. Respondents were given a brief explanation of the research objectives and assured of the confidentiality of their responses. Data were analyzed using descriptive and inferential statistics. Descriptive analysis was used to determine the mean value and category of each variable. Prerequisite tests included the Kolmogorov-Smirnov normality test and the linearity test.

To test the research hypotheses, a product-moment correlation analysis was used to determine the strength and direction of the relationship between school climate and student learning discipline. A t-test was then conducted to test the significance of the relationship and determine whether it was statistically

significant. The entire data analysis process was conducted using SPSS Version 26 statistical software to enhance the accuracy and reliability of the research results. The correlation coefficient categories according to (Sugiyono, 2017) are as follows:

Table 2. Correlation Coefficient Interpretation Guidelines

Percentage	Category
0,80 - 1,000	Very Strong Correlation
0,60 - 0,799	Strong Correlation
0,40 - 0,599	Moderate Correlation
0,20 – 0,399	Weak Correlation
0,00 – 0,199	Very Weak Correlation

3. RESULT AND DISCUSSION

Result

1. Student Learning Discipline

Data on student learning discipline were obtained through a questionnaire distributed to 90 students at SMPN 1 Enam Lingkungan. The questionnaire consisted of 23 statements with a score ranging from 1 on the lowest to 4 on the highest. Based on data analysis using SPSS version 26, the highest score was 86 and the lowest score was 50. Data processing yielded a mean of 68.58, a median of 69.00, a mode of 60, and a standard deviation of 8.314. The following illustrates the frequency distribution of student learning discipline.

Table 3. Frequency Distribution of Student Learning Discipline

No	Interval	Frequency	Percentage	FCum	%FCum
1	50 - 54	4	4%	4	4%
2	55 - 59	6	7%	10	10%
3	60 - 64	21	23%	31	31%
4	65 - 69	18	20%	49	49%
5	70 - 74	19	21%	68	68%
6	75 - 79	13	14%	81	81%
7	80 - 84	6	7%	87	87%
8	85 - 89	3	3%	90	90%
Total		90	100%		

Source: Results of Data Processing in MS Excel

Table 3 shows that the interval with the highest frequency ranged from 60 to 64, with a study discipline percentage of 23% (21 students). Based on the research results, student study discipline is demonstrated through four main indicators: (1) study time management, (2) adherence to assignments, (3) concentration and commitment to study, and (4) adherence to rules and regulations. For further details on student study discipline, see the following table:

Table 4. Average Scores for Student Learning Discipline Indicators

	Indicators	Number of Items	Total Ideal Score	Average Score	Score Achievement Level	Category
Student Learning Discipline Variables	Student Time Management	5	20	13,5	2,7	Good
	Compliance With Lesson Assignments	7	28	22,3	3,2	Good
	Concentration and Commitment to Learning	6	24	16,7	2,8	Good
	Compliance with Rules and Regulations	5	20	16,1	3,2	Good
	Total Average Score		23	92	68,6	3,0

Based on the table above, the highest-scoring indicators were adherence to assignments and adherence to rules and regulations, with the same score of 3.2, falling into the "good" category. Meanwhile, the indicator with the lowest score was study time management, at 2.7, followed by concentration and

seriousness in learning, at 2.8. Although both were still in the "good" category, these results indicate that students time management, concentration, and seriousness in learning still need improvement. Overall, the average total score for the student discipline variable was 3.0, falling into the "good" category, reflecting students "disciplined" behavior.

2. School Climate

School climate data was obtained through questionnaires distributed to 90 students at SMPN 1 Enam Lingkungan. The questionnaire contains 22 statements with ratings ranging from 1 to 4. Based on data analysis, the highest score was 84 and the lowest score was 51, with a mean of 67.70, a median of 68.50, a mode of 70, and a standard deviation of 7.806. The following illustrates the frequency distribution of school climate.

Table 5. Frequency Distribution of Climate

No	Interval	Frequency	Percentage	FCum	%FCum
1	51 - 55	8	9%	8	8%
2	56 - 60	11	12%	19	19%
3	61 - 65	12	13%	31	31%
4	66 - 70	25	28%	56	56%
5	71 - 75	23	26%	79	79%
6	76 - 80	6	7%	85	85%
7	81 - 85	5	6%	90	90%
8	86 - 90	0	0%	90	90%
Total		90	100%		

Source: Results of Data Processing in Microsoft Excel

Table 5 shows that the interval with the highest frequency ranged from 66 to 70, with an average school climate percentage of 28% (25 students). Based on the research results, school climate is demonstrated through four main indicators: (1) student support, (2) student familiarity, (3) teacher innovation in learning, and (4) completeness of facilities and infrastructure. For more details on school climate, see the following table:

Table 6. Average Scores for School Climate Indicators

	Indicators	Number of Items	Total Ideal Score	Average Score	Achievement Level	Category
Variabel Climate Variabels	Support for Students	6	24	18,5	3,1	Good
	Student Perceived Familiarity	6	24	17,5	2,9	Good
	Teacher Innovation in Learning	5	20	15,6	3,1	Good
	Completeness of Facilities and Infrastructure	5	20	16,1	3,2	Good
	Total Average Score		22	88	67,7	3,1

Based on the data in Table 6, the indicator with the highest score was the completeness of facilities and infrastructure, with a score of 3.2, which falls into the "good" category. Furthermore, the indicator for student support and teacher innovation in learning received the same score, at 3.1, also falling into the "good" category. Meanwhile, the lowest-scoring indicator was student familiarity, with a score of 2.9, but still in the "good" category. Overall, the school climate variable achieved a score of 3.1, indicating a "good" category, indicating that the school climate is considered "conductive" to the learning process.

Prerequisite Test Analysis

1. Normality Test

The normality test aims to determine whether the residual data from the regression model is normally distributed. In this study, the normality test was conducted using the One-Sample Kolmogorov-Smirnov Test. To obtain an overview of the normality test for student learning discipline and school climate, as shown in the following table:

Table 7. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		Unstandardized Residual	
N		90	
Normal Parameters ^{a,b}	Mean	0.0000000	
	Std. Deviation	6.45224076	
Most Extreme Differences	Absolute	0.069	
	Positive	0.069	
	Negative	-0.047	
Test Statistic		0.069	
Asymp. Sig. (2-tailed)		.200 ^{c,d}	
Monte Carlo Sig. (2-tailed)	Sig.	.758 ^e	
	99% Confidence Interval	Lower Bound	0.747
		Upper Bound	0.769

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

e. Based on 10000 sampled tables with starting seed 2000000.

Source: SPSS Data Processing Results Version 26

If the significance value is > 0.05, the data is normally distributed; if the significance value is < 0.05, the data is not normally distributed. The normality test shows a significance of 0.200 for the variables student learning discipline and school climate, meaning 0.200 is greater than 0.05, indicating a normal distribution.

2. Linearity Test

The linearity test was conducted to determine whether there is a linear relationship between the student learning discipline and school climate variables. Based on data processing, the following results were obtained:

Table 8. Linearity

ANOVA Table			Sum of Squares	df	Mean Square	F	Sig.
Student Learning Discipline * School Climate	Between Groups	(Combined)	3666.722	31	118.281	2.760	0.000
		Linearity	2446.760	1	2446.760	57.102	0.000
		Deviation from Linearity	1219.962	30	40.665	0.949	0.551
Within Groups			2485.233	58	42.849		
Total			6151.956	89			

If the significance value for Linearity is <0.05, the relationship between variables X and Y is linear. If the significance value for Deviation from Linearity is >0.05, there is no significant deviation from linearity. Based on the output results of SPSS version 26, the Linearity significance value is 0.000, meaning 0.000 is less than 0.05 so that the linearity test has been fulfilled, and the Deviation From

Linearity significance value is 0.551, meaning it is greater than 0.05, so that both variables are linear and there is no significant deviation from linearity.

Hypothesis Testing Analysis

The hypothesis tested in this study was "There is a significant relationship between school climate and student learning discipline." To determine this hypothesis, a simple correlation analysis was used. The Pearson Correlation formula was used to determine the correlation coefficient of variables X and Y.

Table 9. Hypothesis Testing

		Correlations	
		School Climate	Student Learning Discipline
School Climate	Pearson Correlation	1	.631**
	Sig. (2-tailed)		.000
	N	90	90
Student Learning Discipline	Pearson Correlation	.631**	1
	Sig. (2-tailed)	.000	
	N	90	90

** . Correlation is significant at the 0.01 level (2-tailed).

Source: SPSS Data Processing Results Version 26

Based on the results of data analysis using the Pearson correlation test, the correlation coefficient between school climate and student learning discipline was 0.631 at a significance level of 0.000. The interpretation of the correlation coefficient in this study is that it falls into the "strong correlation" category. Furthermore, to determine a significant relationship between school climate and student learning discipline, a t-test was used.

Table 10. T-Test

		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients		
Model		B	Std. Error	Beta	t	Sig.
1	(Constant)	23.103	6.004		3.848	.000
	School Climate	.672	.088	.631	7.623	.000

a. Dependent Variable: Student Learning Discipline

Based on the t-test analysis, the calculated t-value was 7.623. After obtaining the calculated t-value, the next step was to find the t-table value with a significance level of 0.05 and degrees of freedom (df = N-2), namely df = 90 – 2 = 88. Therefore, the obtained t-table value is N = 88 at a 95% confidence level, or a 5% significance level of 1.987. The following is the t-table value with df = 88.

Titik Persentase Distribusi t (df = 81 –120)

Pr \ Df	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	0.002
81	0.67753	1.29209	1.66388	1.98969	2.37327	2.63790	3.19392
82	0.67749	1.29196	1.66365	1.98932	2.37269	2.63712	3.19262
83	0.67746	1.29183	1.66342	1.98896	2.37212	2.63637	3.19135
84	0.67742	1.29171	1.66320	1.98861	2.37156	2.63563	3.19011
85	0.67739	1.29159	1.66298	1.98827	2.37102	2.63491	3.18890
86	0.67735	1.29147	1.66277	1.98793	2.37049	2.63421	3.18772
87	0.67732	1.29136	1.66256	1.98761	2.36998	2.63353	3.18657
88	0.67729	1.29125	1.66235	1.98729	2.36947	2.63286	3.18544

Figure 1. T-table Value

The results of the correlation significance test showed that the calculated t-value is greater than the table value at the 5% significance level, namely 7.623 > 1.987. Based on the correlation significance test criteria, if the calculated t-value is greater than the table t-value, it can be concluded that there is a significant relationship between school climate and student learning discipline.

Discussion

a. Student Learning Discipline

The research results show that the student learning discipline variable at SMPN 1 Enam Lingkungan falls into the "good" category, with a score of 3.0. This indicates that students generally exhibit disciplined behavior in learning activities, although not yet in the very disciplined category. The research findings indicate that the study time management indicator (2.7) and concentration and commitment to learning (2.8) have relatively lower scores than the other indicators. This indicates that some students are still not optimally managing their study time and maintaining focus during learning.

Study time management is a student's ability to plan, organize, and use time effectively for learning activities. According to Slameto (in Arliyus et al., 2025), study time management is a crucial factor in fostering study discipline. Students who are able to manage their time well will be more focused in their studies and able to avoid procrastination. Similarly, Mawaddah (2017) explains that good study time management will help students improve concentration and learning effectiveness due to the regularity of their learning activities.

Students' poor study time management can be caused by several factors, including a lack of self-regulation skills, the habit of procrastinating, low motivation to learn, and distractions such as excessive gadget use (Kurniawan et al., 2026). Furthermore, environmental factors such as a lack of supervision and learning habits also contribute. Slameto (in Arliyus et al., 2025) states that an unsupportive learning environment can prevent students from managing their study time effectively.

Efforts to improve study time management require consistent habituation and guidance through the preparation of a regular study schedule, providing time management training and disciplined habits by teachers and parents (Mudjiman, 2011). According Covey (in Mawaaddah, 2017) study time management is done by sequencing and prioritizing important and urgent activities (cannot be postponed), for example doing assignments to be collected tomorrow morning, studying for tomorrow's exam, and so on, then activities that are not urgent and important mean that these activities have been scheduled well, for example doing assignments according to schedule, and so on, because by implementing this, students will live a directed, disciplined life, have a clear, balanced vision, and improve their achievements.

Furthermore, learning concentration is a student's ability to focus on the subject matter without being distracted by other things, while learning sincerity demonstrates the student's seriousness and active involvement in learning (Slameto in Arliyus et al., 2025). Low concentration and learning sincerity are caused by a lack of varied learning methods, which can lead to boredom. Hadiyanto (2016) states that monotonous learning can decrease student interest and attention. Furthermore, low learning motivation is also a contributing factor to low concentration and learning sincerity. According to Uno (2016), low learning motivation will impact students' lack of attention and seriousness in learning. Mawaddah (2017) states that factors inhibiting consistency and learning engagement are internal factors, including physical and spiritual factors. Physical factors include drowsiness, hunger, thirst, sensory disturbances, and the like. Psychological factors include restlessness, frequent anxiety, nervousness, impatience, and emotional states. External factors include external or environmental distractions. For example, discomfort and the need for full concentration in various activities can lead to problems such as cramped, dirty classrooms, polluted air, and hot temperatures.

To improve concentration and commitment to learning, teachers need to use more engaging and interactive learning methods. Hamalik (2013) states that a variety of learning methods can increase student attention. Furthermore, providing motivation and positive reinforcement, as well as creating a pleasant, comfortable, and clean learning environment, will support increased student concentration (Hadiyanto, 2016).

b. School Climate

Based on research results, it was found that the school climate at SMPN 1 Enam Lingkungan was categorized as "good," with a score of 3.1. This indicates that the school environment is generally able to create an atmosphere that supports the learning process. However, research findings indicate that the lowest indicator was perceived student familiarity, with a score of 2.9, although still within the "good" category.

Familiarity is an emotional connection characterized by mutual trust, openness, and closeness between students and teachers, as well as between students. According to Hadiyanto (2016), familiarity in the school climate reflects harmonious interpersonal relationships that support comfortable learning. This is reinforced by Yolanda et al. (2021), who stated that familiarity is part of the school climate that influences student engagement in learning. The low perceived familiarity among students can be caused by a lack of social interaction and effective communication between teachers and students. Musbikin (2021) stated that a less warm relationship between teachers and students can reduce student comfort and engagement in learning. Furthermore, learning interactions that focus solely on delivering material also reduce emotional

closeness. Hadiyanto (2016) emphasized that limited interaction will hinder the formation of close relationships.

To increase closeness, teachers need to build more open interpersonal communication and pay attention to students. Schools can also implement cooperative learning (group activities), as well as programs that encourage social interaction such as icebreakers and extracurricular activities. Amelia and Sitanggang (2023) stated that icebreaker activities can increase student interaction and closeness. Furthermore, Nudin (2020) emphasized the importance of enjoyable school programs for building positive social relationships within the school environment.

c. The Relationship between School Climate and Student Learning Discipline

Based on the data analysis, a correlation coefficient of 0.631 was obtained with a significance level of 0.000. This indicates a strong and significant relationship between school climate and student learning discipline at SMPN 1 Enam Lingsung. Furthermore, a t-test yielded a calculated t-value of 7.623, while the t-table value was 1.987. Since the calculated t-value is greater than the t-table value ($7.623 > 1.987$), the hypothesis (H_a) is accepted and (H_0) is rejected. Therefore, it can be concluded that there is a significant relationship between school climate and student learning discipline. These results indicate that the more conducive the school climate, the higher the level of student learning discipline. Conversely, if the school climate is less conducive, student learning discipline tends to decline. This study aligns with Hadiyanto's (2016) opinion, which states that a conducive school climate will create a comfortable learning atmosphere, thus encouraging students to be more disciplined in their studies.

Furthermore, Musbikin (2021) also emphasized that learning discipline is influenced not only by internal factors but also by external factors such as the school environment. A positive school climate will naturally shape disciplined habits in students. These results are also supported by previous research, including: Tuzzahra (2023) who found a significant influence of school climate on learning discipline; Zahro (2024) with a contribution of 46.9%; Ikhsan with 38.7%; and Hapsari (2014) with a high correlation ($r = 0.857$). The similarity of these research results indicates that school climate is a significant factor influencing student learning discipline. The relationship between school climate and student learning discipline can be explained as follows: a good school climate creates a sense of comfort and safety for students, a sense of comfort increases learning motivation, and learning motivation encourages the development of disciplined behavior. Consequently, it can be concluded that school climate plays a very important role in improving student learning discipline. Therefore, efforts to improve learning discipline should not only be carried out on individual students, but also through improving the school climate as a whole.

4. CONCLUSION

Based on the research results, it can be concluded that the learning discipline of students at SMPN 1 Enam Lingsung is in the good category with an average score of 3.0, which indicates that students generally have disciplined learning behavior, although aspects of time management and concentration still need to be improved. The school climate is also in the "good" category with an average score of 3.1, which reflects a conducive school environment in supporting the learning process, although the aspect of familiarity between school members still needs to be strengthened. The analysis results show a strong and significant relationship between school climate and student learning discipline ($r = 0.631$; $p < 0.05$), which means that the better the school climate, the higher the level of student learning discipline. This finding confirms that school climate is an important factor in shaping student learning discipline behavior. This study provides an empirical contribution in strengthening understanding of the importance of the school environment in supporting learning discipline. Therefore, schools are advised to improve the quality of the school climate, especially in strengthening interpersonal relationships, teachers need to implement more interactive learning and provide emotional support, and students are expected to improve time management and learning focus.

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