



From Reactive Discipline to Preventive Management: Integrating Guidance, Coordination, and Student Behavioral Control

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ABSTRACT

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This study aims to analyze the management of preventive program planning, identify coordination patterns among school personnel, and evaluate the counseling service system in addressing student delinquency and deviant behavior. This study employed a descriptive qualitative method using an intrinsic case study approach. Data were collected through participatory observation, program documentation, and in-depth interviews with student affairs personnel and guidance and counseling teachers. The findings indicate that preventive planning was implemented through four integrated guidance pillars supported by digital mapping of students' needs. Limited formal counseling hours were addressed through dynamic coordination, including the dual role of counseling teachers as daily duty officers and the use of available classrooms for counseling activities. Periodic evaluation identified challenges related to an imbalanced teacher-student ratio and limited private counseling facilities. These findings imply that strengthening organic partnerships among school personnel and developing sustainable collaboration with external institutions can help overcome internal managerial constraints and improve the effectiveness of student discipline and counseling services.

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INTRODUCTION

Guidance and counseling services are increasingly important in secondary education because student behavior affects learning quality, peer relationships, teacher effectiveness, and the school climate. The point is that schools are responsible not only for academic knowledge but also for developing students' emotional maturity, social responsibility, and self discipline (Belle & Chemen, 2025; Leif & Godwin, 2026). The reason is that adolescence involves rapid

psychological and social changes that can make students vulnerable to impulsive decisions, peer pressure, and problematic behavior. Evidence can be seen in recurring concerns about bullying, truancy, conflict, declining learning discipline, and excessive gadget use that interferes with academic responsibilities (Achondo et al., 2026; Nofitasari & Mundiri, 2026). These problems may disturb classroom interaction, weaken feelings of safety, and increase burdens on families and teachers. Therefore, effective guidance and counseling management is important for society because it supports healthier educational environments and contributes to the formation of responsible, resilient, and socially adaptive people.

The importance of this issue becomes greater when student behavioral problems are understood as collective educational concerns rather than isolated disciplinary incidents (Wardhani et al., 2025). The point is that unresolved misconduct can influence peers, classroom norms, family relationships, and students' future participation in society. The reason is that repeated violations without consistent guidance may normalize undesirable behavior and reduce students' trust in school authority. Evidence is reflected in situations where bullying, truancy, classroom disruption, and uncontrolled digital habits occur repeatedly despite existing rules and counseling activities (Karasova & Nehyba, 2025). When schools respond mainly through punishment, interventions may address visible symptoms without identifying underlying emotional, social, academic, or environmental factors. A coordinated preventive system is needed to connect monitoring, counseling, communication, evaluation, and follow up across school personnel. In conclusion, improving guidance and counseling management is a broader social investment in student wellbeing, educational quality, and citizenship.

A general problem faced by schools is fragmented management of student behavior, in which responsibility for discipline is often concentrated in particular personnel rather than shared through an integrated system. Guidance and counseling teachers may be expected to handle behavioral cases after violations occur, while homeroom teachers may have limited involvement in monitoring and early intervention (Kaweesi et al., 2023). This condition can create gaps between classroom observations, counseling records, disciplinary decisions, parental communication, and follow up. The absence of coordinated procedures may encourage sectoral ego, causing personnel groups to prioritize their own duties. Consequently, problems may be detected late, information may not be transferred consistently, and interventions may become reactive rather than preventive (Waiswa et al., 2024). This demonstrates the need for a model that distributes responsibilities clearly, establishes communication routines,

integrates relevant student data, and ensures behavioral concerns are addressed collectively and consistently across school settings. Such integration can create a more responsive and sustainable system for student behavior management.

In the field, behavioral phenomena demonstrate the need for stronger preventive management. Bullying can create fear, social isolation, and emotional pressure, while truancy during effective instructional hours reduces students' exposure to learning and weakens academic discipline (Apriyanto et al., 2025). Excessive gadget use can interfere with concentration, classroom participation, and academic responsibilities. These phenomena are not always independent because one problem may reinforce another through peer influence, disengagement from school, or reduced supervision. Within daily operations, guidance and counseling teachers may also perform additional school responsibilities, including duty supervision, while counseling time remains limited (Astini et al., 2026). Available spaces may not always provide sufficient privacy for individual consultation, making confidential communication difficult. Unequal ratios between counseling personnel and students can further restrict systematic monitoring. Such conditions show that behavioral management depends on counseling techniques, coordination, resources, adequate facilities, monitoring routines, and organizational commitment across the wider school community.

Previous studies on guidance and counseling have addressed dimensions of student behavior, including preventive school programs, individual counseling, parental involvement, and digital platforms for counseling administration. These studies show that behavioral problems can be addressed through psychological support, family participation, prevention, and technology use. However, existing discussion tends to emphasize individual interventions or specific supporting factors rather than examining how guidance and counseling functions are managed as part of a broader school organization (Hodijah et al., 2025). Limited attention has been given to relationships among guidance and counseling teachers, homeroom teachers, student affairs personnel, and other actors in behavioral control. This weakness is significant because behavioral problems develop within everyday classroom and social contexts, where information and responsibility must move across organizational boundaries. Therefore, an integrated managerial perspective is needed to connect prevention, coordination, monitoring, counseling, and systematic evaluation of outcomes and improvement efforts. Addressing this gap is essential for strengthening sustainable school based behavioral management (Choirun et al., 2026; Sari et al., 2025).

The present research extends previous discussions by examining guidance and counseling through an integrated managerial controlling cycle. Its state of the art lies in connecting preventive planning, student need mapping, personnel coordination, counseling implementation, and evaluation within one framework. The study does not treat counseling as an isolated service delivered only after misconduct occurs; instead, it views counseling as part of a continuous organizational process involving shared monitoring and coordinated decisions. This perspective is important because effective prevention requires timely information from classrooms, consistent communication among personnel, and appropriate follow up after counseling interventions. The research contributes a framework for strengthening collaboration, clarifying responsibilities, and reducing fragmented responses to student behavior. By focusing on organizational mechanisms and counseling practices, the study addresses an unresolved managerial dimension and provides a basis for sustainable school strategies for student discipline and behavioral prevention. This integrated perspective can support more systematic, adaptive, and collaborative management practices.

The research problem concerns how guidance and counseling services can be managed collaboratively to prevent and control students' deviant behavior when school personnel experience fragmented responsibilities and limited coordination. The main questions concern how preventive programs are planned, how coordination among guidance and counseling teachers, homeroom teachers, and other personnel is organized, and how counseling services are evaluated to address problems. The temporary argument is that collaborative management, supported by clear procedures for monitoring, reporting, counseling, and follow up, can make behavioral control consistent. When responsibilities are distributed transparently, student information can be identified earlier, transferred effectively, and used for interventions. Regular evaluation can reveal weaknesses in staffing, facilities, and implementation and enable corrective action. Thus, an integrated management approach is expected to strengthen prevention, reduce delayed responses, and improve school efforts to develop disciplined and responsible student behavior overall. This argument provides the conceptual basis for examining the effectiveness of coordinated guidance and counseling management.

RESEARCH METHODS

This study employed a descriptive qualitative design using an intrinsic case study approach to understand guidance and counseling management in controlling students' deviant behavior (Noviardi et al., 2026). The qualitative design was selected because the study focused on exploring meanings,

experiences, interactions, and managerial practices naturally without manipulating variables. The intrinsic case study approach was chosen because the research concentrated on understanding the characteristics and internal dynamics of a particular school as a bounded case. This design enabled the researcher to examine preventive program planning, coordination among school personnel, counseling implementation, and evaluation processes. The approach was considered appropriate because the research questions required detailed contextual information rather than numerical measurement (Singian, 2026). The design also allowed the researcher to interpret how school personnel performed their respective roles and collaborated in addressing student behavioral problems through guidance and counseling services in everyday practice more clearly.

The research was conducted at SMPN 1 Pagaden because it provided a relevant setting to examine the management of student behavior through guidance and counseling services (Hidayat & Mustofa, 2025). The location was geographically accessible to the researcher and offered opportunities for observation, interviews, and document examination. In addition, the researcher's previous connection with the institution as an alumnus facilitated access, communication, and the establishment of rapport with participants. Data collection involved three complementary techniques: in-depth interviews, observation, and document analysis. Interviews were conducted with the Guidance and Counseling coordinator, student representatives, and the Vice Principal for Student Affairs, who served as a homeroom teacher. Observations focused on counseling facilities, school supervision practices, and behavioral prevention activities. Documents examined included the Case Book, Guidance and Counseling Service Implementation Plan, and student needs assessment records from the digital application. These techniques effectively supported triangulation (Telussa et al., 2026).

Data were analyzed through an interactive process involving data condensation, data display, and verification. During data condensation, information from interview transcripts, observation notes, and documents was selected, simplified, categorized, and organized according to the research focus. Particular attention was given to preventive planning, personnel coordination, student monitoring, counseling implementation, teacher-to-student ratios, and confidentiality facilities. The condensed data were then displayed in descriptive matrices and organized narratives to identify recurring patterns and relationships across sources. The researcher subsequently conducted data verification by comparing information obtained through interviews, observations, and documents to assess consistency and resolve discrepancies. Conclusions were developed progressively throughout analysis and were

reviewed against the evidence to ensure that interpretations accurately represented the actual field conditions. This cyclical process enabled the researcher to formulate credible findings regarding the management of guidance and counseling services and student behavioral control overall.

RESULTS AND DISCUSSION

Results

Preventive Program Planning Management

The preventive program is systematically designed through data-driven mapping of students' actual needs using digital technology. The Guidance and Counseling coordinator and teachers utilize the Student Needs Assessment Questionnaire (AKPD) application on their mobile phones to identify students' interests, talents, and potential behavioral vulnerabilities within the school environment at an early stage. The assessment results serve as the basis for formulating the annual guidance and counseling program. The preventive planning is subsequently translated into four main guidance domains: personal guidance to strengthen morality, social guidance to minimize bullying-related conflicts, academic guidance to maintain learning motivation, and career guidance to develop students' interests and talents. These four dimensions are implemented as interconnected components of the guidance program. The planning structure also includes orientation services, information services concerning smoking and health, talent placement and channeling, inclusive learning guidance, individual counseling, group guidance, and group counseling for students requiring more intensive support.

The downstream component of the guidance planning is supported by technical and institutional management mechanisms. These include guidance instruments, data documentation, and case conferences for serious student problems. When internal intervention reaches an impasse, the school conducts home visits and, when necessary, refers cases to external professionals. All guidance services are documented in the Guidance and Counseling Service Implementation Plan (RPL). The preparation of the RPL is led by the Guidance and Counseling coordinator by aligning the results of the digital AKPD assessment with the school's student discipline program. The document is also used as a basis for developing cooperation with external institutions, including the local Police Department and Community Health Center.

Cross-Functional Coordination Patterns Among School Personnel

Cross-functional coordination is implemented through the integration of guidance and counseling teachers into the school's daily duty roster. Three guidance and counseling personnel perform additional duties as teachers on

duty and monitor students' movements, attendance, and behavioral conditions from the beginning of the school day. Guidance and counseling teachers also utilize vacant classrooms to provide classroom guidance when subject teachers are unable to attend. The guidance activities provided in these situations include personal, social, and academic guidance. This practice enables guidance services to continue despite the absence of a formally allocated guidance and counseling period in the weekly curriculum.

Coordination with homeroom teachers functions as another channel for monitoring student development and identifying behavioral problems. Reports concerning student problems may originate from students, peers, homeroom teachers, the student affairs division, or the guidance and counseling unit. Minor cases are initially handled by homeroom teachers through persuasive approaches, while more serious cases are coordinated with the guidance and counseling unit and parents. Homeroom teachers document initial indications of student misconduct before cases are forwarded for further handling. Coordination is conducted through direct and indirect communication among the personnel involved.

External coordination is conducted with health, law enforcement, and child protection institutions. The Community Health Center provides health-related educational activities, including adolescent reproductive health education. The school subsequently develops continued cooperation with the institution. Coordination with the local Police Sector includes legal education and preventive activities concerning drugs, student brawls, and road safety. Police officers participate as speakers during flag ceremonies and student affairs programs. Cooperation with the Child Protection Commission is directed toward addressing bullying incidents. These partnerships form part of the school's preventive efforts in handling student behavioral problems.

Evaluation System for Guidance and Counseling Services

The evaluation of guidance and counseling services is conducted periodically to monitor the implementation of programs and student behavioral conditions. Daily student disciplinary incidents are recorded in the Case Book. The recorded information is used to identify changes in the frequency of student behavioral violations. Evaluation results are periodically reported to the Principal and used in determining subsequent actions related to student discipline and guidance services. The evaluation process therefore includes monitoring student violations, documenting cases, reporting findings, and determining follow-up actions.

The evaluation identified an imbalance between the number of guidance and counseling teachers and the number of students served. The school has 907 students and three guidance and counseling teachers. This workload affects the

implementation of individual monitoring and the periodic evaluation of students requiring intervention. Another limitation concerns the counseling facilities. The guidance and counseling room does not have adequate partitions or sufficient privacy for confidential consultation. This condition affects the physical setting in which students communicate personal problems and report behavioral incidents.

The evaluation also identified obstacles related to student and parental openness. Some students deny behavioral violations because they are concerned about disciplinary consequences. Communication with parents can also encounter resistance when parents do not accept reports concerning their children's behavior. Differences between home and school environments are reflected in issues involving gadgets, appearance, smoking, dating, and social media behavior. When classroom guidance does not produce sufficient results, the Guidance and Counseling coordinator conducts further case handling through case conferences involving the homeroom teacher. Student representatives under homeroom teacher supervision generally perceive the guidance and counseling unit as fair and firm in handling disciplinary matters.

Discussion

The findings demonstrate that preventive guidance and counseling management is most effective when it begins with systematic identification of students' needs and is translated into an integrated service program (Kinanti & Inayati, 2026). This finding is consistent with the broader literature emphasizing data-based prevention and the importance of understanding students' psychological and developmental conditions before designing interventions. However, the present findings extend this perspective by showing that digital needs assessment is not merely an administrative instrument but functions as a foundation for connecting student characteristics with personal, social, academic, and career guidance. The integration of these four domains also differs from approaches that concentrate primarily on resolving individual disciplinary cases. Theoretically, this finding reinforces the concept that preventive student management should operate as a comprehensive developmental system. Practically, schools can use structured student data to establish more targeted programs, prioritize interventions, and allocate counseling resources according to identified behavioral and developmental needs (Coil et al., 2025).

The findings further indicate that effective student behavioral control depends on cross-functional coordination rather than the isolated performance of guidance and counseling teachers. This result is consistent with literature that emphasizes collaboration among school personnel in managing student behavior, particularly through communication between counselors, homeroom

teachers, school management, and families. Nevertheless, the present study reveals a distinctive form of coordination in which guidance and counseling teachers assume additional supervisory responsibilities and utilize vacant classroom periods for preventive services. Such practices demonstrate that organizational flexibility can compensate for limited formal counseling hours. Theoretically, this finding broadens the understanding of collaborative student management by demonstrating that coordination can emerge through adaptive practices rather than relying exclusively on formal organizational structures (Katusiime & Tibanyendera, 2025). Practically, schools can strengthen behavioral monitoring by clearly distributing responsibilities, establishing communication routines, and optimizing available personnel and facilities without creating unnecessary administrative barriers to intervention.

The findings concerning evaluation reveal similarities with previous discussions that identify human resources and facilities as important determinants of effective guidance and counseling services (Jannah, 2025). The imbalance between the number of students and counseling personnel, together with inadequate privacy facilities, demonstrates that service quality is influenced not only by professional competence but also by organizational capacity. However, this study shows that such limitations do not automatically prevent the continuation of preventive services because personnel develop adaptive responses through coordination, case conferences, and alternative spaces. This finding provides a theoretical implication that evaluation should not be understood solely as measuring program outcomes but also as identifying structural conditions that influence implementation. Its practical implication is that school evaluation should simultaneously examine behavioral outcomes, workload distribution, facilities, confidentiality, and coordination mechanisms. Such a multidimensional evaluation approach can help administrators identify priority improvements and prevent organizational limitations from weakening the continuity of counseling services.

Another important finding concerns the role of external partnerships in strengthening the school's capacity to manage student behavioral problems. Existing approaches to counseling management generally emphasize internal school resources, including counselors, teachers, parents, and administrative systems (Mtika et al., 2026; Sa'adah & Nurudducha, 2025). The present findings demonstrate that collaboration with health institutions, law enforcement agencies, and child protection organizations can complement internal capabilities when schools face limitations in personnel, expertise, or preventive resources. This finding represents an important theoretical implication because student behavioral management can be understood as an ecological process involving multiple institutional actors rather than as a responsibility confined to

the school counseling unit. In practical terms, schools should develop sustainable external partnerships based on clearly defined preventive objectives, roles, and communication mechanisms (Khamala et al., 2025; Sottolare & Blair, 2023). The novelty of this approach lies in positioning external institutions as active components of a preventive management network, enabling schools to expand their intervention capacity while maintaining primary responsibility for student development.

The state of the art of this research lies in integrating preventive planning, cross-functional coordination, counseling evaluation, and external institutional partnerships into a single student behavior management framework. Previous approaches frequently examine these dimensions separately, focusing on counseling techniques, psychological interventions, parental involvement, technological applications, or individual prevention programs. In contrast, the present study demonstrates how these components interact within everyday school management. The findings suggest that digital student-needs mapping provides the foundation for planning, collaborative personnel arrangements facilitate implementation, periodic evaluation identifies organizational weaknesses, and external partnerships provide additional support when internal resources are insufficient (Belle & Chemen, 2025). This integrated perspective represents the principal novelty of the study. Theoretically, it proposes a more comprehensive understanding of guidance and counseling as an organizational management system. Practically, it provides schools with a framework for connecting planning, implementation, monitoring, evaluation, and institutional networking within continuous preventive student management.

The overall contribution of this research is the development of an adaptive and collaborative perspective on controlling students' deviant behavior through guidance and counseling management (Nofitasari & Mundiri, 2026). The study contributes theoretically by demonstrating that effective behavioral prevention requires integration between developmental guidance, organizational coordination, continuous evaluation, and external support networks. This perspective moves beyond a reactive model in which counseling begins only after disciplinary violations occur. Instead, it emphasizes early identification, shared responsibility, flexible implementation, and continuous improvement (Leif & Godwin, 2026). The practical contribution lies in providing a basis for schools to formulate clearer supervision procedures, strengthen communication between guidance and counseling teachers and homeroom teachers, improve counseling facilities, manage personnel workloads, and institutionalize external partnerships. The findings also indicate that managerial limitations can be addressed through adaptive organizational strategies without abandoning the

developmental principles of counseling. Thus, this research contributes an applicable framework for creating a more preventive, responsive, collaborative, and sustainable system of student behavior management in secondary education.

CONCLUSION

The most important finding of this study is that managerial flexibility and collaborative coordination can sustain preventive guidance and counseling services despite limited formal counseling hours, personnel capacity, and facilities. The key lesson is that effective student behavior management does not depend solely on the availability of ideal resources but also on the ability of school personnel to adapt responsibilities, optimize existing spaces, coordinate across functional roles, and establish partnerships with external institutions. Scientifically, this study contributes an integrated perspective on preventive student management by connecting needs-based planning, cross-functional coordination, counseling evaluation, and external institutional collaboration within a continuous management process. However, the study is limited by its intrinsic case study design, single institutional setting, limited fieldwork period, restricted access to some digital case records, and incomplete participation of several parents or guardians. Future research should examine this management model across multiple schools, assess the effectiveness of formal Standard Operating Procedures and digital needs-assessment systems, and employ mixed-method or quantitative approaches to measure their influence on student disciplinary outcomes.

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