

The Influence of Student Management on Students' Attitudes and Behavior in Learning at School



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ABSTRACT: School has an important role in shaping the personality and moral behavior of children both in the classroom and outside the classroom. Student management is a technique for managing all students starting from entering school, the learning process in the classroom/at school until they graduate from school. Student Management is the management of activities that focus on regulation, supervision and service to students, both in the classroom and outside the classroom and starting from the beginning of entry (even before entry) to the end (final) of the institution effectively and efficiently. Learning is an activity to acquire new knowledge where the more knowledge students get, the greater chances to improve the quality of their attitudes and behaviors, and also can explore new learning sources, both independently or together with their peer groups. As a result, they can gain a lot of new knowledge, information, and other positive values including attitudes and behaviors. This study aims to examine The Influence of Student Management on Student Attitudes and Behavior in Classroom in the learning process. This study used a descriptive research method. However, the technique used in this study is a survey technique. Thus, Student Management provides reliable solutions and alternatives for managing students in classroom learning.

KEYWORDS: Learning, Attitudes and Behaviors, Student Management

1. INTRODUCTION

School has an important role in shaping the personality and moral behavior of children to have good morals. School also has an important role to provide comprehension and defense for children to avoid the negative effects of globalization which is marked by rapid advances in the field of information and communication technology. Therefore, as an anticipation of the negative impact of the development of globalization, school is not only playing a role in providing science, technology, and art (*IPTEKS*), as well as creative thinking skills but also able to develop their role in shaping Indonesian people who are personable, moral, have faith and fear of God Almighty.

Education is a conscious and planned effort to create a learning atmosphere and process so that the students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation, and state. Concerning the previous explanation, education providers are expected to be able to make a positive contribution so that they become intelligent, have good skills, have good attitudes and behaviors, and can get along in the community (Rahmatullah et al., 2020). Students have the right to develop their potential following their skills or expertise. All activities in school related to teaching management, education personnel, facilities and infrastructure, finance, community relations, and special educational services are directed so that students get good services, especially student management which will play an important role for students in school (Amin et al., 2022).

Students as one of the important elements in education and are the main target in improving the quality of education which will contribute to improving the quality of human resources and improve the social status of the nation's society, students need to be managed, organized, developed and empowered in student management in school and in the classroom learning so that they can become quality educational products, both when students are still in the school environment and after being in the community. (Abbas, 2022; Jumriani et al., 2022).

The success of an educational institution depends on the resources in the school. Therefore, the use of existing resources in school is very decisive for the success of the implementation of education itself. This is where the position of the principal and teachers in this case becomes the driving axis for the success of school education. Therefore, student management is indispensable to managing students. (Agusti et al., 2018). Student Management is the management of activities carried out by the school where the management focuses on regulation, supervision, and service to students both in the classroom and outside the classroom as long as it is still within the scope of the school from the beginning of the entry (even before entering when the search for new students begins) to the end of school (final) effectively and efficiently. In essence, student management in school helps students to develop

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themselves, including positive attitudes and behaviors in participating in learning in the classroom/school to obtain maximum learning outcomes (Hasan, 2020). Student management starts from input, the learning process, and student output and plays an important role in the sustainability of school development. Broadly, student management plays a role in managing inputs, namely how schools accept new students, and how to see the status of students' rights to attend school and receive education (Anita et al., 2022; Mi'rajatinnor et al., 2022; Yulia et al., 2022).

According to the previous statement, Suryosubroto (2010: 74) explains student management, namely an activity or various work of students starting from the admission process until students leave school because they have finished attending education and learning at school. Student management is an effort to provide the best service to students starting from admission, the learning process until students graduate from school in attending education at the school (Nasijin and Sururi, 2009: 205). Meanwhile, according to Mustari (2014: 108) student management is a service in school that focuses on supervision, services, and management of the students both in the classroom and outside the classroom, for example registration, introduction, personal service as well as developing talents and interests.

Student management can also be interpreted as an activity of all things that have to do with students in a school starting from student acceptance, planning, learning, and coaching that has been done to students while still in school, until students can complete their education at the school. It can also be said that student management is the entire implementation process in collaboration with the student field to achieve the learning goals in the school.

To achieve the development of student attitudes and behavior as expected, it is necessary to pay attention to several factors that affect learning achievement, including factors contained in students (internal factors), and factors consisting of outside students (external factors). Factors that come from outside the child include family, school, community, and so on (Mulyasa 2007: 87). Factors contained in students (internal factors) are intelligence, talent, interest, and motivation. While factors that come from outside students are (external factors), namely family conditions, school conditions, and community environment.

Therefore, researchers are interested in continuing research with the title "**The Influence of Student Management on Students' Attitudes and Behavior in Learning at School**"

2. RESEARCH METHOD

This study used a descriptive research method. Descriptive research method is a method that describes the phenomenon of the problem to be researched at the present to find answers about problem-solving and the results are carried out after exploratory activities (Iskandar: 2015). According to Sugiyono (2005), descriptive research is a study that explains an overview of specific research data based on natural and social events that occur in society. The process of this descriptive research must be sequential from beginning to end, to get good research results. This research is used to look for overviews or results of an event, situation, behavior, subject, or phenomenon in society. This study seeks to answer questions about what, when, who, where, and how related to an examined problem.

The technique used in this study is a survey technique. Thus, the research methods and techniques used in this study are expected to provide answers to problem-solving through the collection of field data information which describes the factors related to the examined phenomena, namely regarding student management variables, student learning behavior, and student learning achievement. Analysis of the facts of the research results is clarified with the relevant literature.

The steps of descriptive research are as follows: First, identify specific and significant problems to find solutions using descriptive research methods; Second, formulate and limit specific problems; Third, determine the objectives and benefits of the research; Fourth, conduct a literature study with sources based on the problems studied; Fifth, determine the framework and research hypothesis following the research objectives; and Sixth, determine the method to be used in the study; Seventh, collecting, organizing, and analyzing research findings data with statistical techniques; Eighth, make research reports based on systematics.

3. FINDINGS AND DISCUSSION

Attitude is an evaluative response. The response will only arise if the individual is faced with a stimulus that is desired by an individual reaction. Evaluative response means that the form of reaction expressed as an attitude arises based on the evaluation process in the individual which concludes the 5 stimuli in the form of good and bad, positive, negative, pleasant, and unpleasant values, which then crystallize as potential reactions to the attitude as an object (Azwar, 2000: 15).

However, behavior is a form of the real action of a person as a result of response and reaction actions. According to Mann in Azwar (2000: 5) attitude is an evaluative predisposition that determines how individuals act, but attitudes and actual actions are often much different. This is because the real action is not only determined by attitudes but also determined by other external factors.

Many studies show that attitudes and behaviors are not correlated, nor are they correlated, they do not indicate a causality relationship. As a cause, that attitude has three components. According to this view, (Rosenberg & Hovland, 1960: 23) the attitude predisposes to respond to a certain amount of stimulus. The three responses include affective (evaluative feelings and preferences), cognitive (opinions and beliefs), and behavioral or conative (overaction and statements about tendencies).

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In student management, attitudes are formed through learning outcomes from one's interactions and experiences, and not innate factors (internal factors) of a person, and depend on certain objects (Jalaluddin, 1996: 187). Thus attitudes are formed by the social interactions experienced by individuals. According to Darmiyati Zuchdi (1995: 57) that in social interaction, individuals form certain patterns of attitude towards the psychological objects they encounter. Azwar (1998: 30-38) mentions various factors that influence the formation of attitudes, including; personal experiences, culture, other people who are considered important, mass media, educational or religious institutions, and emotional factors in individuals.

Technically, strategies for developing students' attitudes and behaviors that can be done by teachers or schools in learning activities at school can at least be pursued through four alternative strategies in an integrated manner. The first strategy is to integrate the content of the moral learning curriculum that has been formulated into all relevant subjects, especially religion, citizenship, language subjects (both Indonesian and regional languages), and other subjects. The second strategy is to integrate moral learning into daily activities at school. The third strategy is to integrate moral learning into programmed or planned activities. And the fourth strategy is to build communication and cooperation between schools and parents of the students.

Students are the center of school services that have a very broad scope, which helps the process of students at the stage of growth and self-development through learning at school. Student management aims to manage all activities in the field of student affairs so that learning activities run well (Gunawan & Djum Djum, 2017). Student management is an effort to regulate or record student activities starting from admission, during the learning process until graduating from school (Prihatin, 2011). Student management is the activity of managing everything related to students starting from admission, during the learning process, to the exit of students from a school. The management of students is very important in education because without the management of students, schools cannot know how to organize activities in schools and get the desired goals.

There are various activities that are interconnected, both from their functionality and targeted goals. Through proper student management, during school students can follow learning well and will get good learning achievements as well. The implementation of student management in school will be able to provide competent outputs or alumni so that it can affect the environment and intellectual progress. In addition, the school has good quality as a target of community education. Through good student management, it is certain to produce reliable graduates. Student management starts from the process of recruitment, selection, orientation, student placement, involvement in learning, student services, and student coaching, to alumni management. Because students are the spearhead instrument of an educational institution, the input, process, output, and outcome are indicators that must always be managed.

The Definition of Student Management

Student management is the entire process of activities that are planned and attempted intentionally and continuous coaching of all students (in the educational institution undertaken) to follow the teaching and learning process effectively and efficiently starting from the acceptance of students to the exit of students from an educational institution both in the classroom and those students outside the classroom within the scope of the school. (Putra et al., 2022; Syaharuddin et al., 2021).

As we know, student management aims to regulate various activities of students in the field of student affairs so that teaching and learning activities in schools can run smoothly, orderly, and regularly, and also can achieve goals in education. The goals cover a very long time dimension so that student management is not only limited to managing students when they attend the teaching and learning process at school but also when they are going to leave the school for further studies to a higher level of education or if their choice is not going to higher education but to sign up into the world of work (Amin et al., 2022). To manifest the goals, the field of student management has at least three main tasks that must be managed for the students, such as the acceptance of new students, learning progress activities for students, as well as guidance and coaching student discipline.

According to Musolin (2020), the function of student management in general is as a forum for students to develop themselves as optimally as possible both in terms of individuality, social aspects, aspects of aspirations, aspects of needs and other aspects of student potential (Qomaruddin, 2022). Therefore, student management is not only in the form of student recording activities but also covers a wider scope that can be operationally used to help smoothness the efforts of student growth and development through the education and teaching process.

Student management is a technique for managing all students starting from entering school until they graduate school (Imron & Burhanudin, 2003). Student management refers to students recording activities or activities from the beginning of acceptance, then given coaching, and ending after the learning process and becoming alumni after completing learning (Prihatin, 2011). Thus, student management is a way of managing students, starting from inputs, processes, and outputs, and becoming the outcomes of educational units.

The objectives and functions of student management are: (1) improving students' knowledge, skills, and psychomotor; (2) educating and fostering abilities, talents, and interests; and (3) achieving happiness, prosperity, studying well, and achieving goals. The purpose of student management is to manage student activities to help learning activities so that they are appropriate, disciplined, and according to procedures, and can provide input in achieving agreed targets (Kristiawan, 2017). The general function of student

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management is for students to develop themselves individually, and socially, needs, and potentials of students (Imron & Burhanudin, 2003).

The function of student management specifically are as follows: (1) the development of individuality so that students can develop their individuality potential; (2) students' social development so that students can socialize with their community; (3) channeling students' aspirations and expectations so that enjoyment and interest of students are able to be reflected; and (4) the fulfillment and welfare of students so that students are at peace in carrying out their education. The function of student management is to develop themselves (Kristiawan, 2017).

Principles are foundations of facts for patterns of thinking and acting. The principles of student management are: (1) to regulate all school management; (2) provide educational missions; (3) student management activities seek to unite students with diverse family circumstances and many differences; (4) as an effort to regulate student mentors; and (5) student management activities, invariably set following their functions (Imron & Burhanudin, 2003). Thus, the principle of student management is to prioritize students for the main activities in the progress of educational institutions. The scope of Student Management is the arrangement of students from the time they are determined as students who are accepted into educational units until the students are declared as alumni.

The Roles of Teachers in Student Management

The roles of teachers in student management are as follows:

1. Manage either inside the classroom or outside the classroom. Teachers think about students from the beginning, during school, until students graduate.
2. The teachers always provide information about everything that students need both in the classroom and outside the classroom.
3. Teachers provide encouragement, motivation, and encouragement of positive attitudes and behaviors to students both in the classroom and outside the classroom.
4. Teachers manage learning in schools and appropriate models for students.
5. Teachers provide coaching to develop the talents and interests of students.
6. Teachers provide assistance to be able to evaluate and assess students.
7. Teachers provide assistance to improve and assess the learning process.
8. In learning activities, teachers always provide interesting media in learning.
9. The teachers provide learning materials and needs for students.
10. Provide convenience and assistance for problems faced by students;

The outstanding students are coached and fostered by competent teachers. Students who take part in extracurricular activities will be included in competitions but the selection is made first, such as weaving, dancing, chess, karate, science, and others. After identifying outstanding students, particular coaching is carried out by teachers assigned by the headmaster. They will be noted for selection at the level of self-development. Self-development in general is directly under the handling of broader studentship.

The Implementation of Student Management

Effective communication skills in the classroom are just as important as any other aspect of our lives. Caring for interpersonal interaction is necessary to fulfill students' needs for safety, security, belonging, and self-esteem while studying at school. Communication skills are divided into two categories: sending skill and receiving skill.

Sending skill is a skill we use when we talk to others. Teachers use this skill in the following three ways: to confront students about skills they need to change, to give feedback to students, and to present positive expectations to students. The language we use with our students must support learning.

Receiving skill: When teaching using listening skills effectively, students feel significant, confident, respected, and responsible. When the students share their problems, personal problems, or emotions, the need to listen with empathy and non-evaluative is evident. Our job is to listen actively to help students identify the problems and solve them by finding solutions. Three important active listening strategies are explaining, paraphrasing, and asking mediation questions.

Building a classroom community includes a broader idea of how everyone gets along together. Alfie Kohn (1996) suggests that the way students change is not just a function of what they have, but how their environment has been organized. The quality of relationships that the students have with their peers affects their academic performance and school behavior.

There are four main roles that teachers have in facilitating relationships among students: planning activities, setting group norms, teaching social skills, and focusing on cooperation.

Establishing Standards, Rules, and Procedures

Standards, rules, and procedures are different, but each is required. They use it not to control students, but to teach them. Rules do not end by themselves but for organizing classes. Management decisions are driven by worries about instruction, not worries about control. A disciplined person is someone who does the right thing without rules, and our goal is to teach self-discipline. Standards, rules, and procedures teach students to learn successfully in a classroom community.

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Academic standards tell what all students should know and can do in each content area. In the same way, standards of behavior, although not set by the institution/government but by the teachers themselves, should be done by all and able to perform in the field of behavior management. They determine the responsibilities that the students have for themselves, to fellow students, to the class, and the school. Standard behavior is a support system for teaching and learning. They must conform to content standards and teacher instructional models. Standards of behavior are expected norms for all students. They cover a large set of behaviors and do not change from day to day.

The rules are absolute. They are non-negotiable. They should be followed by precision. Rules are for safety and health issues, there should be no arguments. They are also relatively easy for teachers. The examples of rules such as: be quiet during class hours, picket should be carried out on time, and discipline in the classroom.

Procedures are the usual way to get things done. Procedures are routines necessary for the operation of the classroom. Procedures, unlike standards or rules, are limited to just one behavior, and it all changes as needed. Procedures are what make standards and rules operational. The bad news is that the procedure is very difficult for teachers. The procedure is difficult because there are so many of them. In fact, everything students do in class should have procedures identified and taught. Every lesson has a built-in procedure, and if the teacher doesn't remember it to teach them, the lesson can be lost forever.

The purpose of having standards, rules, and procedures is to teach students appropriate behavior. The first step is to set them according to certain guidelines so that they will effectively teach students what is learned by knowing the negative side effects.

Learning Environment

Learning is a process that occurs in the mind. Individuals do not only react mechanically to internal and external stimuli without thinking. However, they develop their knowledge and patterns of perception in interaction with stimuli that reach the organism. They form a web of structure from their interpretations, and they form meanings about different dimensions of their daily lives. Because knowledge is not the final product and can be improved or changed, they can perceive differently and may develop different knowledge structures.

The student-centered learning environment is structured in such a way that it allows students to take responsibility for organizing, analyzing, and synthesizing knowledge, and consequently play a more active role in their learning. This environment supports record students with opportunities to explain complex problems and solve them with different sources (Hannafin & Land, 1997). This approach allows students to take individual responsibility and adopt an active role in the teaching-learning process at the highest level.

Strategies for Developing Students' Attitudes and Behavior in Learning Activities at School

Technically, the strategy of developing students' attitudes and behaviors in learning activities at school can be pursued at least through four alternative strategies in an integrated manner. The first strategy is to integrate the content of the moral learning curriculum (related to attitudes and behaviors) that has been formulated into all relevant subjects, especially religion, citizenship, and language subjects (both Indonesian and regional languages). The second strategy is to integrate moral learning into daily activities at school. The third strategy is to integrate moral learning into programmed or planned activities. And the fourth strategy is to build communication and cooperation between schools and parents of students.

Regarding to the implementation of attitude and behavior development strategies in daily activities, technically can be done through:

a. Exemplary

The daily activities of teachers, headmasters, administrative staff, and even supervisors must be good role models for students at schools. For example, if the teachers want to teach patience to their students, then first the teachers must be able to be patient in front of their students. Likewise, when teachers want to teach about the importance of discipline to their students, the teachers must be able to set an example first as teachers who are disciplined in carrying out their job duties. Without examples, students will only regard the moral invitation conveyed as something nonsense, which in the end the moral values taught will only cease to be knowledge without meaning.

b. Spontaneous activities

Spontaneous activities are activities that are carried out spontaneously at that moment. This activity is usually carried out when the teachers know the attitude/behavior of students who are not good, such as fighting with their friends, asking for something by shouting, crossing out walls, taking other people's belongings, speaking rudely, and so on. In each of these spontaneous events, the teachers can instill moral values or good ethics in the students, for example when the teachers see two students who quarrel/fight in class because of fighting over something, the teachers can include values about the importance of forgiveness, mutual respect, and mutual affection in the context of religious and cultural teachings.

c. Reprimand

Teachers need to reprimand students who commit bad behavior and remind them to practice good values so that teachers can help to change their behavior.

d. Environmental conditioning.

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The school atmosphere is conditioned in such a way through the provision of physical facilities that can support the achievement of moral learning goals. Examples are the provision of trash cans, wall clocks, slogans about moral values that are easy to read by students, and school rules that are attached to strategic places so that they are easily read by each student.

e. Routine activities.

Routine activities are activities carried out by students continuously and consistently at all times. Examples of these activities are marching into the classroom to teach queuing culture, praying before and after the activity, saying hello when meeting with others, and cleaning the classroom where the study is located.

Furthermore, for the strategy of integrating moral learning into programmed activities, teachers can plan through various activities such as social services, environmental activities, social visits to nursing homes or orphan foundations, or disabled children's foundations. These activities are important to provide direct experience and real understanding and appreciation of the moral principles that teachers have instilled in students. With these various activities, it is hoped that moral learning does not only stop at cognitive aspects, but also be able to touch the affective, and psychomotor aspects of students.

In reality, between what teachers teach students at school and what parents teach at home, it is often counterproductive or a clash of values. Thus, for the moral learning process or attitudes and behaviors in schools to run optimally and effectively, the school including teachers needs to build communication and cooperation with parents regarding various activities and learning programs that have been formulated or planned by the school. The goal is to synchronize the learning values, attitudes, and behaviors taught at school with what parents teach at home. In addition, for this learning at school and home to go in the same direction, parents should, if possible, also be involved in the process of identifying the needs of attitude and behavior learning programs in schools.

4. CONCLUSION AND SUGGESTION

Conclusion

School has an important role in shaping the personality and moral behavior of children to have good morals. Schools also have an important role to provide comprehension and defense to children to avoid being trapped by the negative effects of globalization which is marked by rapid advances in the field of information and communication technology. Therefore, in anticipation of the negative impact of the development of globalization, schools are playing a role in providing science, technology, and art (*IPTEKS*), as well as creative thinking skills and must be able to develop their role in the formation of Indonesian people who are personable, moral, have faith and fear of God Almighty.

Student management provides reliable solutions and alternatives in managing students, because it manages students starting from being accepted, during school until the student becomes alumni. Therefore, the school including teachers are able to provide systematic management plans for students and can provide the best service for students. Student management has a role in regulating various activities in the field of student affairs so that teaching and learning activities in schools can run smoothly, orderly, regularly, and are able to achieve school education goals. Furthermore, student management in general is a vehicle for students to develop themselves as optimally as possible, both with regard to aspects of individuality, social aspects, aspects of aspirations, aspects of needs and other aspects of student potential. Student management has an important role in the sustainability of school development starting from the input, process, and output of students. Student management plays a role in managing inputs is how schools and schools view the admission of new students and the condition of students in relation to their right to be able to attend school and receive education.

Suggestion

Acknowledgments were conveyed to all parties who have helped and provided positive inputs for the improvement of this research. Researchers realize that there are still many deficiencies that must be corrected in this study. The role of the teachers is very dominant in shaping the character of students so they must be able to position themselves as role models who can set a good example, especially to students, both the school environment, and the community environment.

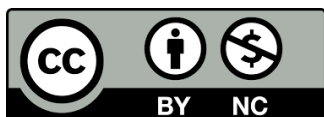
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