



Efforts to Improve Teacher Discipline and Performance Through Peko: Regulations and Commitments

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Abstract

This study aims to analyze the implementation of the PEKO (Regulations and Commitments) strategy in improving teacher and educational staff discipline and performance at SD Negeri 02 Madiun Lor, Manguharjo District, Madiun City in 2025. The research employs a descriptive qualitative approach with data collected through observation, in-depth interviews, and document studies. The results indicate that the PEKO model effectively integrates structural and motivational dimensions in human resource management within educational institutions. The enforcement of clear regulations such as digital attendance, uniform compliance, and daily duty schedules significantly increased discipline levels, while continuous coaching, transformational leadership, and proportional reward–punishment systems strengthened commitment and intrinsic motivation. The findings show an improvement in teacher attendance from 87% to 98%, enhanced teaching preparation, and more professional school culture. The principal's exemplary leadership played a key role in fostering collaboration, transparency, and collective accountability. In conclusion, the PEKO strategy successfully transformed the work culture from loose and individualistic into professional, orderly, and collaborative, providing a sustainable model for enhancing educational quality through disciplined and committed human resources.

Introduction

Education is a long-term investment that plays a crucial role in developing quality human resources (Jin et al., 2025; Khalid & Abdul, 2025; Vaniarinanta et al., 2025). The quality of education is greatly influenced by the performance of teachers and educational staff. Disciplined and highly dedicated teachers and educational staff are key to achieving educational goals. At SD Negeri 02 Madiun Lor, Madiun City, there is potential to improve the quality of education by enhancing the discipline and performance of teachers and other educational staff. Although the school already has regulations and rules governing discipline and performance, there are still some problems that need to be addressed (Symeou et al., 2025; Fan et al., 2025; Medway, 2025).

Based on initial observations conducted at SD Negeri 02 Madiun Lor, there are a number of problems that reflect the low discipline and performance of teachers and educational staff (Nurlatipah et al., 2025; Santoso & Prapunoto, 2024; Maryanti & Arifin, 2024). These problems include: first, there are still some teachers and educational staff who arrive late and leave earlier than the specified time. Second, there are several cases of absence without clear explanation or valid reasons. Third, some teachers have not demonstrated adequate professionalism in the learning process, such as lack of teaching preparation, use of monotonous learning methods, and minimal evaluation of learning outcomes (Suci & Al Kadri, 2025; Lestari et al., 2025; Solihin et al., 2024). Fourth, some teachers and educational staff are

considered to still lack a sense of responsibility towards their duties and obligations, as seen from delays in completing assignments, being less active in various school activities, and paying less attention to student development (Olsson, 2025; Annisa et al., 2025; Haris). Fifth, communication and coordination between teachers and educational staff sometimes do not run well, thus causing obstacles in the effectiveness of the implementation of tasks and school activities as a whole (Rony et al., 2024; Iksal et al., 2024; Jaedun et al., 2024). Problems with the discipline and performance of teachers and other educational staff at SD Negeri 02 Madiun Lor have had a number of negative impacts on the quality of education at the school, including disruptions to the teaching and learning process due to lateness and absence of teachers and other educational staff. Furthermore, the lack of professionalism in teaching has resulted in decreased student motivation (Maryani et al., 2025; Susanti et al., 2025; Hyseni Duraku et al., 2025). Ineffective communication and coordination between teachers and parents has also led to a lack of parental involvement in supporting their children's education. Furthermore, the suboptimal performance of teachers and educational staff has hampered the achievement of the school's educational targets (Makombo et al., 2024; Mamonto et al., 2025; Nomin et al., 2025).

To address these issues, systematic and targeted efforts are needed to improve the discipline and performance of teachers and education personnel (Pisriwati et al., 2024; Amirudin et al., 2024; Khotimah et al., 2024). The implementation of regulations and a strong commitment are expected to be an effective solution. This is based on several interrelated arguments. First, school regulations serve as guidelines for teachers and education personnel in carrying out their duties and obligations (Fatmawati et al., 2024; Dabis & Csáki, 2024; Lazareva et al., 2024). Clear, firm regulations that are understood by all parties provide certainty and reduce the potential for disciplinary violations and negligence (Maaruf et al., 2025; Saputra et al., 2024; Mashdurohatun et al., 2025). Second, commitment from all parties, including teachers, education personnel, principals, and school committees, is an important foundation for improving discipline and performance. Without strong commitment, the implementation of regulations will not be effective (Hidayatullah et al., 2024; Yee et al., 2024; Zhao et al., 2024). Third, the consistent implementation of regulations and commitment will increase the motivation and professionalism of teachers and education personnel. They will be more motivated to improve the quality of learning and performance to meet established standards, thus positively impacting the quality of education in schools (Daniel et al., 2024; Fawait et al., 2024; Sudrajat et al., 2024). Based on the description above, the researcher took the initiative to raise this problem as the material for his research entitled "Efforts to Improve Discipline and Performance of Teachers and Education Personnel through the Implementation of Regulations and Commitments at SD Negeri 02 Madiun Lor, Madiun City in 2025" which is expected to provide an effective solution to improve the quality of education at the school.

Methods

Research Design and Epistemological Orientation.

The present study was shaped in the form of a descriptive qualitative case study which found its ground in an interpretive paradigm that attempts to capture the social reality as lived, constructed and negotiated by actors who exist in a specific institutional environment. The choice of the qualitative methodology goes beyond the methodological aspect and represents an epistemological one: the phenomenon that is being researched - the PEKO (Regulations and Commitments) strategy implementation - cannot be sufficiently described or represented in terms of quantitative indicators because it involves values, meanings, leadership practices, and cultural change entrenched in the everyday life of the school.

Context and Participants of the research.

The experiment took place at SD Negeri 02 Madiun Lor which is located in the Manguharjo district of Madiun City in the 2025 academic year. The school was specifically chosen as it had officially implemented the PEKO strategy as the overall training to improve the discipline and performance of teachers and educational employees. This environment provided a unique fertile ground on which the relationships between regulations and commitments and their effects on professional behavior and organizational culture could be examined.

Data Collection Strategy

Information gathering was carried out as an iterative and immersive fieldwork to allow the researcher to be in the school setting and be in the day-to-day activities of the school. Three supplementary methods were used: participatory observation, in-depth interviews, and document analysis, all of which have contributed to a balanced, contextualized and triangulated dataset.

Participatory observation allowed the researcher to observe at the first hand how the regulations were implemented and how commitment was developed in the daily practices. The observations were put on the attendance behaviour, compliance with the school regulations, classroom instruction practices, administrative routines, interactions between staff, and formal school activities, i.e. the meetings and professional forums. These notes were recorded with extensive field notes and observation sheets that were not only able to record observable behaviors but also recorded the subtleties of situations and informal interactions.

To further elaborate on this finding, semi-structured in-depth interviews with all the informants were carried out. The interview was structured as a flexible and dialogical approach whereby the participants could recount their experiences, perception and thoughts with regard to PEKO strategy. This modality provided the participants with the room in describing how they perceived regulations, underwent leadership practices, and how they observed how their professional commitment changed over time. The interviews were carried out face-to-face through signing the informed consent, and verbatim to maintain the originality of the voice of the participants.

Simultaneously, the analysis of documents was conducted to support and verify observational and interview data. The formality school documents were reviewed to follow the formal processes and institutional modification by scrutinizing official school records like the attendance records, performance reports, internal regulations, meeting minutes, MGMP/KKG documentation, and policy decrees on PEKO. These sources were a key point of historical and administrative evidence that helped the researcher to prove claims and find out the patterns of change over time.

Ensuring Data Trustworthiness.

With the understanding that rigor is the most essential aspect of the study in qualitative research, several measures were utilized to ensure the credibility, dependability, and confirmability of the results. The validity of the data was also supported by the methodological triangulation and source triangulation, as the system accumulated the information received as a result of observations, interviews, and documents and compared it with the information received as a result of the observations with the information received as a result of an interview and the information received as a result of a document. Member checking was achieved by providing interview summaries and initial interpretations as they were available to participants and hence they could note whether they are accurate in the representations as well as clear up on the meaning where they felt this was the case. The data collection process ended with

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theoretical saturation, provided that thematic repetition and lack of novel substantive information emerged. Reflexivity was upheld in the research process: the researcher was in constant reflection of positionality, assumptions, and possible biases, and to improve the transparency and methodological integrity, she recorded analytical decisions.

Data Analysis Procedure

The analysis followed the model of interactivity and iterativity that was suggested by Miles and Huberman and that views analysis as a continuous process that is not linear. The analysis went hand in hand with data collection, and was divided into three stages, which are interrelated: data reduction, data display, and conclusion drawing and verification.

In data reduction, all raw data obtained during interviews, observation and documentation were carefully revised, coded, and categorized based on the emerging themes in regard to regulation enforcement, commitment building practices, leadership positions, behavior change, and organizational culture. It is through this process that the researcher was able to concentrate on the analytically meaningful portions of data and maintain richness of the context.

The data were then organized and expressed in narrative and thematic matrices to aid in recognizing patterns and analysis of relationships. This step gave the researcher the opportunity to study the relationship between the various elements of the PEKO strategy and the emerging change in discipline and performance in different positions of the school.

Lastly, inductive conclusions were made and kept going through the data corpus to confirm its validity. The interpretation was improved and polished with the help of constant comparison between the sources of data and views of the participants, which guaranteed that the results were highly-supported and analytically consistent. This process was iterative and this allowed previous interpretations to be reconsidered and added to as further understanding developed.

Results and Discussion

Based on the results of systematic observations conducted at SD Negeri 02 Madiun Lor during the research period, it is clear that there have been significant changes in the discipline and performance of teachers and education staff since the implementation of the PEKO (Regulations and Commitments) strategy. Observations that cover all key aspects, from attendance, compliance with regulations, learning implementation, to the school's work culture, show that consistent implementation of rules, supported by continuous commitment from the principal, has had a real positive impact. All observed indicators show consistent improvements, both in terms of behavior and productivity, with concrete evidence such as disciplined attendance, orderly administration, active learning, and harmonious interactions between staff. These findings illustrate the transformation of the work culture from one that was initially loose to one that is professional, orderly, and collaborative, which is a strong foundation for improving the quality of education in schools.

Attendance and Presence

The implementation of a digital attendance system (fingerprint) since the beginning of the 2025 academic year has had a significant impact on attendance discipline. All teachers and educational staff are required to register for attendance between 6:30 and 7:00 a.m. Western Indonesian Time, with no tolerance for late arrivals without formal permission. Observations revealed that no staff member was present after 7:00 a.m., unless accompanied by an official permit. Data shows that attendance rates increased from an average of 87% the previous year to 98% in the first semester of 2025. There is no longer the practice of leaving attendance or time manipulation. As noted in the field notes, "100% of digital attendance is completed before

7:00 a.m." The strict enforcement of this rule creates a strong culture of punctuality within the school environment.

Compliance with the Rules of Procedure

All teachers and staff consistently adhere to school regulations. Uniform regulations are strictly enforced: batik on Mondays through Thursdays, and scouts on Fridays. No uniform violations were found during any observation sessions. The PEKO team also rotates daily shifts, with staff on duty actively guarding the gates, welcoming visitors, and ensuring order in the morning. Staff do not leave their duties without permission, and even when urgent matters arise, they always report first to the administration or the principal. "All teachers and staff now wear their full uniforms," the observation sheet noted, indicating that the new norms have become a collective habit.

Learning Implementation

The implementation of learning in the classroom showed a real improvement in quality. Teachers arrived to class on time, brought lesson plans that had been neatly stored, and used learning media such as LCDs, charts, props, and even hand puppets for learning in Grade I. Interaction between students was more active, especially in Grade VI which implemented group discussions. Teachers appeared confident and planned in delivering material. There were no longer cases of teachers coming without teaching materials or filling class time by watching videos aimlessly. "Student activities are more engaged because learning is more planned," concluded the observation, indicating that teaching readiness has become part of professional performance.

Administrative Activities

Educational administration, which was previously often delayed, has now become one of the aspects that has seen the most improvement. Teaching journals are filled out daily and submitted weekly. Teacher files, such as lesson plans, test scores, and student attendance, are neatly arranged in colorful folders according to class. Learning outcome assessments, including daily tests, are corrected no later than two days after the exam and returned immediately to students. There are no longer any last-minute administrative reports submitted. This is supported by a regular monitoring system from the PEKO team and the principal. "Teacher files (lessons, scores, student attendance) are neatly arranged in special folders," noted the observation sheet, indicating that administrative accountability has been well established.

Interactions in the School Environment

The work atmosphere in the school environment has undergone a marked positive change. Staff interact harmoniously, greeting each other, smiling, and helping each other. The teachers' lounge, previously used for casual conversations, has now become a productive workplace. The principal is seen actively engaging in dialogue with teachers and staff after morning assembly or during breaks, not only as a leader but also as a colleague. There is no longer any conflict or individualistic attitudes. "There has been a change in work culture: morning greetings, smiles, and mutual assistance are evident," was the brief description of the observation, indicating the formation of a conducive and respectful work climate.

Implementation of KKG/MGMP Meetings or Forums

Monthly meetings and teacher MGMP forums run regularly as scheduled. Each meeting is led by the principal or MGMP coordinator, and minutes are prepared and distributed to all staff. The meeting agenda always includes discipline and performance evaluations, discussion of challenges, and follow-up plans. Observations revealed excellent staff participation in

meetings; they actively share their opinions and solutions. Meetings are no longer merely formal. "Every meeting includes discipline and performance evaluations, as well as improvement plans," stated the observation sheet, indicating that meetings have become a means of reflection and continuous improvement.

Implementation of Reward & Punishment System

The reward and punishment system is implemented fairly, transparently, and proportionally. Teachers or educational staff who demonstrate good performance receive symbolic recognition such as certificates, flowers, Eid gifts, or special greetings at morning assembly. Conversely, violations such as tardiness or unauthorized absence are given a gradual reprimand: verbal → written → performance note. Observations revealed no discrimination or emotional sanctions. The PEKO team recorded all incidents objectively. "This system is implemented fairly and transparently by the PEKO team," they concluded, leaving staff feeling valued and empowered to improve.

The Role of the Principal

The principal plays a central role as an agent of change. He arrives early each day, leads morning assembly, and provides a brief motivational session for the staff. He actively conducts impromptu classroom supervision, provides direct feedback, and serves as a role model for discipline, from attendance to uniforms to work ethic. He also frequently engages in informal dialogue with teachers and staff, fostering close yet professional relationships. "Being a role model for discipline and hard work" is an indicator fully met in the observation. This transformational leadership style is effective in fostering collective commitment and responsibility.

School Work Culture

The school's work culture has shifted from being loose to being professional, orderly, and collaborative. Employees work independently without supervision. There are no longer any activities that disrupt work hours. A collective awareness has emerged that good performance is a shared responsibility. Staff remind each other if someone forgets to bring their lesson plans or is late. "Employees are starting to be disciplined without supervision," was noted in observations, indicating that discipline has become an internalized behavior. The school atmosphere feels calm, orderly, and conducive to work and learning.

Behavioral Changes (Before vs. After PEKO)

A comparison of behavior before and after the implementation of PEKO shows very significant changes. The number of tardies decreased by 80%, there were no more teachers skipping duty, and administration was always on time. Photo documentation, attendance charts, and performance reports provide tangible evidence of improvement. Teachers and education staff are more proactive, innovative, and care about the school environment. "Photo documentation, attendance charts, and performance reports provide tangible evidence of improvement," the observation stated. These changes are not merely superficial, but reflect a profound and sustainable transformation of work culture.

Based on in-depth interviews with 12 informants consisting of the principal, class teachers, subject teachers, and educational staff (tendik) at SD Negeri 02 Madiun Lor, a comprehensive overview of the implementation of the PEKO (Regulations and Commitments) strategy was obtained. The interviews were conducted in a semi-structured manner, focusing on four main aspects according to the research problem formulation. The following is a description of the interview results based on each focus.

Efforts to Improve Discipline and Performance

All informants agreed that efforts to improve discipline and performance at SD Negeri 02 Madiun Lor were carried out through a systematic and holistic approach. The PEKO program was a key pillar in this transformation. Luluk Sri Wahyuni stated that "The school routinely evaluates performance every month, has morning roll calls, and a digital attendance system," indicating the existence of a continuous monitoring mechanism. Yesi NovitaAdisatriyaniadding that "The school promotes discipline through roll calls, daily monitoring, and regular meetings," which indicates that these efforts are carried out consistently every day.

Wawanulihadi explained that the school implemented new rules such as mandatory attendance, daily journals, and weekly reports, while Nurul Fitriyah mentioned "daily supervision, weekly evaluations, and special monthly disciplinary meetings." Risa BoviAdaptationemphasized that a culture of discipline is encouraged through the PEKO program, morning roll call, and routine supervision by the principal.

Regarding educational staff, Dyah Ayu Mariawati (Administration Staff) stated that "The school has implemented digital attendance, administrative SOPs, and performance evaluations," indicating that these efforts are not only aimed at teachers, but also at all human resources. Heri Vita Winarko (cleaning officer) conveyed that all staff are now required to attend, attend roll call, and adhere to the duty schedule. Irma Pribadi Oktaviana (operator) added that technical SOPs and daily reports are an important part of performance requirements.

Principal Juli Sugianingsih explained that the efforts included intensive coaching, direct role modeling, and the creation of a transparent work system. She emphasized that "The most effective strategy is a combination of firmness in rules and empathy in coaching, so that staff feel both valued and accountable."

Factors Affecting Discipline and Performance

According to informants, factors supporting discipline and performance are closely related to the work environment, reward system, and the role of the principal. Luluk Sri Wahyuni stated that "The support from the MGMP team and the reward system motivate me," while Yesi Novita stated that "The support from the MGMP team and the reward system motivate me."Adisatriyani assessed that "a relaxed but serious working atmosphere, and a fair reward system" were the main motivating factors.

Wawanulihadi highlighted the importance of coworker support and a transparent system, while Nurul Fitriyah added that mutual reminders among colleagues provide a sense of security and comfort. Risa Bovi Addesitafiani emphasized that "a transparent system, open communication, and solid coworkers" significantly contribute to improved performance.

Among education staff, Dyah Ayu Mariawati cited "digital systems that make work easier and communication smoother" as supporting factors, while Heri Vita Winarko appreciated "timely salaries and complete equipment." Irma Pribadi Oktaviana added that a new laptop and stable internet connection have significantly improved her performance as an operator.

However, several obstacles were also identified. Luluk Sri Wahyuni cited transportation and family issues, while Yesi Novita citedAdisatriyanifaced scheduling conflicts with regional sporting events. WawanYulihadiexperienced server errors while inputting data, and Nurul Fitriyah was frequently late due to a sick child. Among the education staff, Dyah Ayu Mariawati encountered slow servers, Heri Vita Winarko felt the heat, and Irma Pribadi Oktaviana frequently encountered downtime. However, all informants stated that these

obstacles had been overcome with adaptive solutions, such as manual backups, better time management, and backup schedules.

Implementation of Regulations and Commitments (PEKO)

All informants stated they knew and understood the PEKO (Regulations and Commitments) concept. Luluk Sri Wahyuni explained that "PEKO is essentially clear rules with personal commitment. Here, it's implemented fairly." Yesi Novita Adisatriyani assessed that "the rules are firm, but supported by self-awareness," while Wawan Yulihadi who is a member of the PEKO team said that "a combination of rules and personal commitment" is the key to success.

The rules are being implemented consistently and fairly. Digital attendance using fingerprints is being implemented for all staff, including the principal. Luluk Sri Wahyuni stated that "absence without permission will result in an immediate warning," while Yesi Novita stated that "absence without permission will result in an immediate warning." Adisatriyani added that "If you are late >10 minutes you will be recorded immediately, if you are late 3 times you will get a warning." Wawan Yulihadi emphasized that "The rules apply equally to all. Even the principal was absent."

Commitment is built through various forms of coaching. Luluk Sri Wahyuni mentioned "light coaching every Friday after meetings," while Yesi Novita Adisatriyani Wawan admitted to often receiving informal motivation after the roll call. Yulihadi Following monthly reflections on commitment as educators, Nurul Fitriyah often hears advice from the principal: "We are not just teachers, but role models."

The reward and punishment system is implemented proportionally. Luluk Sri Wahyuni stated that "Those who are diligent get certificates, displayed in the lobby. Those who violate receive written warnings." Yesi Novita Adisatriyani explained that rewards include publicity and small gifts, while punishments are implemented in stages. Among educational staff, Dyah Ayu Mariawati stated that "Reward: getting gifts. Punishment: written warnings," while Heri Vita Winarko felt highly motivated when he received flowers from the principal for successfully maintaining school cleanliness.

Improving Discipline and Performance

In general, all informants felt a significant change in discipline and performance since the implementation of PEKO. Luluk Sri Wahyuni stated, "It's really noticeable! Now everyone comes in early, and there are no more teachers lingering in the staff room for coffee." Yesi Novita Adisatriyani adding, "It's definitely changed. There used to be people who liked to come home early, but now it's rare." Wawan Yulihadi concluded that "The changes are extraordinary. Now everything is orderly, even the education staff are disciplined."

In terms of performance, Luluk Sri Wahyuni feels more prepared to teach, her lesson plans are better planned, and her administration is on time. Yesi Novita Adisatriyani more enthusiastic about preparing sports media. Wawan Yulihadi more creative in teaching PPK and diligently updating library data. Nurul Fitriyah focused more on preparing for the school exams. Their PKB scores improved significantly: from 3.2 to 3.8 (Nurul), from 3.4 to 4.1 (Yesi).

Colleagues also showed improvement. Luluk Sri Wahyuni said, "Colleagues are also more serious, even reminding each other." Yesi Novita Adisatriyani confirming that her colleagues in the lower grades are more focused. Risa Bovi Adesitafiani stated that "Other teachers are also more proactive, many of whom are innovating in their learning."

Tangible evidence of improved performance is available in the form of documents: attendance recap data, discipline charts, meeting minutes, letter archives, activity logs, and a consistently

on-time EDS. There are also non-quantitative indicators such as increased library visits (up 35% according to Marsono), student participation in religious activities (increased according to Rita Ramadhani), and improved inclusion evaluation results (according to Triana Rochmawati).

Principal Juli Sugianingsih stated that "There has been a significant increase in discipline and performance. The indicators are clear: attendance data has improved, PKB scores have increased, EDS has been filled out on time, and most importantly, there has been a change in work culture from one that was previously loose to one that is professional, orderly, and mutually supportive."

Based on an in-depth analysis of data obtained through field observations, in-depth interviews with 12 informants (principals, teachers, and education staff), and a review of school documents, this research yielded several key findings organized into categories and typologies. These findings are a synthesis of various data sources that have been verified through triangulation, thus meeting the validity standards of qualitative research.

Implementation of the PEKO Model as a Human Resource Management Strategy

The main finding of this study is that the PEKO (Regulations and Commitments) model has been successfully implemented as a human resource management strategy at SD Negeri 02 Madiun Lor. This model is not only normative but also transformational, as it combines two important dimensions: external structure (regulations) and internal motivation (commitments).

Regulation Typology: Rules are applied transparently, consistently, and fairly to all staff, including the principal. A digital attendance system, uniform regulations, duty schedules, and daily administration are the main foundations. Observations show that attendance rates have increased from 87% to 98%, and the practice of leaving attendance on the table has been eliminated.

Commitment Typology: Commitment is built through regular coaching, the principal's role model, and symbolic appreciation. Interviews revealed that staff feel valued and motivated, making discipline part of their professional consciousness, not just a response to the threat of sanctions. The combination of these two typologies creates a disciplined, productive, and collaborative work culture, which is a hallmark of the PEKO program's success.

The Role of the Principal as an Agent of Change

The school principal, Juli Sugianingsih, played a central role as an agent of change in the implementation of PEKO. Her transformational leadership style, combining assertiveness, empathy, and role modelling, was key to the program's success.

Typology of Exemplary Behavior: The principal arrives early, leads morning assembly, wears a full uniform, and carries out his duties responsibly. He or she sets a clear example for the entire staff, ensuring that the rules are not only enforced but also internalized.

Coaching Typology: He actively conducts impromptu supervision, provides direct feedback, and organizes regular coaching sessions such as monthly reflections and weekly mentoring sessions. Interviews indicate that staff feel heard and valued, which fosters a sense of belonging to the school. This principal's role is highly effective because he acts not only as a manager but also as a mentor and motivator, thereby fostering intrinsic commitment among staff.

Changes in Work Culture and Organizational Climate

One of the most fundamental impacts of PEKO implementation is a shift in work culture within the school environment. What was once a loose and individualistic culture has transformed into a professional, orderly, and mutually supportive one.

Collaboration Typology: Staff greet each other, help each other, and remind each other if someone forgets or is late. The teachers' lounge, previously used for casual conversation, is now a productive workspace. Observations noted a more harmonious work environment with minimal conflict.

Collective Awareness Typology: A collective awareness has emerged that discipline and performance are a shared responsibility. No more staff members "doing whatever they please" or "having a long coffee." Everyone works independently without supervision, demonstrating that discipline has become an internalized behavior. This change is an indicator of long-term success, because positive behavior is no longer dependent on external supervision, but grows from within each employee.

Improving the Performance of Teachers and Education Personnel

The implementation of PEKO not only improves discipline but also significantly enhances the performance of teachers and education staff. This improvement is evident in aspects of teaching preparation, learning implementation, administration, and contributions to school development.

Teacher Performance Typology: Teachers are better prepared to teach, lesson plans are more planned, and they use a variety of learning media. Student activity is more active, and the average PKB score has increased from 3.2 to 3.8. Some teachers even achieved a score of 4.1.

Educational Staff Performance Typology: Administrative staff, cleaning staff, operators, and librarians showed significant improvements in their performance. Administrative processes were faster, EDS was always on time, library visits increased by 35%, and the school was cleaner.

These findings indicate that the PEKO model is effective not only for teachers, but also for all elements of the school's human resources, thus providing a more comprehensive view of the institution's overall performance.

A Proportional and Educational Reward and Punishment System

The reward and punishment system implemented in PEKO is designed to provide positive reinforcement and behavioral improvement. This system is proportional, educational, and transparent, creating a sense of fairness and encouraging improvement.

Reward Typology: Symbolic yet meaningful: certificates, flowers, Eid gifts, internet quota, or group prayers. This appreciation is highly motivating for staff, especially education staff, who are often overlooked.

Punishment Typology: Gradual and educational: verbal warning → written warning → violation score → summons. Sanctions are given objectively and unemotionally, so staff feel they are being given the opportunity to improve themselves. This system is effective because it not only controls but also educates, thus creating a work environment of mutual respect and improvement.

Supporting Factors and Obstacles in PEKO Implementation

PEKO implementation does not occur in a vacuum, but is influenced by various supporting and inhibiting factors. Data analysis shows that these factors interact and influence the program's success.

Typology of Supporting Factors: A conducive work environment, open communication, a fair reward system, and co-worker support are key factors driving discipline and performance. Interviews indicate that staff feel valued and have room to grow.

Typology of Barrier Factors: Technical constraints (server errors, service server downtime), personal constraints (transportation, family, emotional burdens), and adaptation to change were the main obstacles. However, all of these obstacles were overcome with adaptive solutions, such as manual backups, time management, and an internal forum for sharing information. These findings indicate that PEKO's success is determined not only by regulations, but also by the school's ability to address obstacles flexibly and humanely.

Real Evidence of Improvement and Long-Term Impact

The success of PEKO implementation is demonstrated through various quantitative and qualitative indicators. Documentation, observation, and interview data demonstrate that these changes are not merely superficial but reflect a profound and ongoing transformation of work culture.

Quantitative Indicator Typology: Attendance summary data, discipline charts, meeting minutes, letter archives, activity logs, and consistently on-time EDS provide concrete evidence of improvement. PKB scores increased, tardiness decreased by 80%, and library visits increased by 35%.

Qualitative Indicator Typology: Behavioral changes, increased work morale, and improved organizational climate are critical qualitative indicators. Interviews revealed that staff feel more professional, motivated, and proud to be part of the school. The long-term impact of PEKO is the formation of a disciplined, professional, and sustainable work culture, which ultimately positively impacts the quality of educational services at the school.

Implementation of Regulations on Teacher and Education Personnel Discipline (Tendik)

Research findings indicate that the implementation of regulations at SD Negeri 02 Madiun Lor has become a key foundation in building discipline among teachers and education staff. The PEKO (Regulations and Commitments) program has successfully integrated a clear, transparent, and consistently enforced regulatory system. Aspects such as digital attendance using fingerprints, adherence to uniform regulations, daily duty schedules, and punctuality in carrying out main duties have been implemented with high discipline. Observation data shows that attendance rates have increased from an average of 87% to 98%, and there is no longer the practice of leaving attendance on behalf of students or leaving without permission. This aligns with the opinion of (Suryanti et al., 2021) that the main goal of discipline is to shape the behavior of teachers and education staff to align with the norms, rules, and values prevailing in the school.

The effective implementation of regulations at SD Negeri 02 Madiun Lor is supported by several key factors. First, an accurate and objective monitoring system using digital attendance technology, as explained by Putri, Masbirorotni & Sutriyanti (2024), who stated that firmness in implementing rules and the existence of a regular monitoring system are important factors in fostering discipline. Second, transparency in rules is established through socialization and mutual agreement, so that staff feel that these rules are not imposed, but are part of a collective

commitment. Third, institutional commitment is demonstrated by the principal's consistency in applying rules to all parties, including themselves. As expressed by Ms. Luluk Sri Wahyuni, "Rules are applied fairly; if the principal is absent, he is also recorded," indicating that fairness in the application of rules creates a sense of trust and encourages shared responsibility.

However, implementing regulations is not the only solution. Girsang (2020) emphasized that work discipline management must be combined with coaching and rewards to avoid appearing repressive. At SD Negeri 02 Madiun Lor, this approach is clearly evident: rules are enforced, but accompanied by light coaching every Friday, monthly reflections, and symbolic appreciation. This approach avoids resistance from staff and instead encourages them to understand the essence of discipline as a form of professional responsibility. Haiqal (2023) also stated that effective implementation of work discipline relies not only on sanctions but also on building self-awareness through open and educational communication. Thus, these findings suggest that successful regulation implementation is not solely due to firmness, but rather due to a combination of a strong structure (regulations) and a humanistic process (coaching). This model supports the theory that sustainable discipline arises from a balance between external control and internal motivation (Suryanti et al., 2021; Sarte & Quinto, 2024; Arise & Muzunva, 2024).

The Role of Commitment in Improving the Performance of Teachers and Education Personnel

Commitment, as an internal dimension of the PEKO strategy, has proven to be a key driver of improved teacher and staff performance at SD Negeri 02 Madiun Lor. Interview findings indicate that staff comply not only with regulations out of fear of sanctions, but also because they feel an emotional and professional bond with the school. Ms. Yesi Novita Adisatriyanistated, "The environment is increasingly conducive. I feel appreciated when I receive appreciation, even if it's only symbolic." This demonstrates that organizational commitment has been built through recognition and support from the work environment.

(Wardani, 2023) explains that organizational commitment is the result of alignment between the school's vision and mission, performance rewards, and career development. At SD Negeri 02 Madiun Lor, these three elements are clearly present. First, vision and mission alignment is built through monthly reflections on professionalism, post-meeting discussions, and spiritual guidance for religious teachers. Second, performance is recognized through a proportional reward system, such as "Exemplary Teacher" certificates, flower arrangements, Eid gifts, and even internet quotas for operators. Although symbolic, these awards are highly meaningful because they demonstrate that each individual's contribution is recognized. Third, career development is supported through weekly mentoring, impromptu supervision, and opportunities to participate in learning innovation competitions.

Another component that contributes to fostering commitment is a conducive work environment. (Lubis, 2020) stated that a positive work environment, harmonious relationships between colleagues, and open communication significantly influence teacher performance. At SD Negeri 02 Madiun Lor, staff greet each other, help each other, and remind each other if anyone breaks the rules. There is no longer any individualistic attitude or conflict. Mr. Wawan Yulihadi "Our colleagues support each other, and the transparent system gives us confidence." This kind of environment creates a sense of security and comfort, which in turn increases intrinsic motivation to perform better.

Furthermore, (Wardani, 2023) added that well-managed performance also increases work motivation and professionalism. When teachers' and education staff's performance is

recognized through appreciation and awards, they are more motivated to perform their best. This finding is supported by PKB data, which shows an increase in scores from an average of 3.2 to 3.8, even reaching 4.1 for some teachers. This demonstrates that commitment not only improves discipline but also directly impacts the quality and quantity of performance.

Thus, the PEKO model successfully demonstrates that commitment cannot be forced but must be built through rewards, communication, and a supportive work environment. This approach aligns with the concept of organizational commitment described by (Rosyada, 2023), which states that educator performance can be improved through ongoing coaching that creates an emotional bond with the institution.

The Role of the Principal as an Agent of Change

The role of the principal, Juli Sugianingsih, was central to the successful implementation of the PEKO strategy. Findings indicate that she acted not merely as an administrative manager but as a change agent, leading the transformation of the work culture through role modeling, coaching, and transformational leadership.

(Aslam et al., 2023) stated that the principal's strategy in improving teacher discipline is highly dependent on the ability to be a role model. At SD Negeri 02 Madiun Lor, the principal arrives early every day, leads morning assembly, wears a full uniform, and conducts impromptu classroom supervision. He also actively engages in dialogue with staff, provides direct feedback, and provides personal motivation. Mrs. Rita Ramadhani stated, "The principal is very religious and a role model," while Mr. Edy Purwoko said, "The principal is very welcoming, often giving positive feedback." This kind of exemplary behavior creates a stronger moral authority than formal authority, so that rules are not only obeyed but also internalized.

Furthermore, the principal implements transformational leadership, as explained by (Wardani, 2023), which is able to create a conducive work environment, increase motivation, and encourage discipline and work commitment through open communication and role models. He not only supervises but also fosters: holding monthly reflections, weekly mentoring, and special training for inclusive teachers and operators. (Handayani, 2023) emphasizes that the principal's leadership in improving discipline must be based on coaching, not just supervision. This is where Juli Sugianingsih's leadership strength lies: she combines assertiveness with empathy, so that staff feel both valued and responsible.

(Putri et al., 2024) also noted a positive and significant relationship between the principal's role and teacher performance discipline, with coaching, motivation, and role modeling playing a crucial role. At SD Negeri 02 Madiun Lor, monitoring and evaluation are routinely implemented, but are always accompanied by constructive feedback, rather than harsh reprimands. As a result, staff do not feel judged but are given space to develop.

Thus, the principal's role in this study aligns with the theory that effective leadership is not just about managing, but also about inspiring. Juli Sugianingsih's transformational leadership style served as a key catalyst in building a disciplined, professional, and collaborative work culture.

Improving Discipline and Performance through PEKO Strategy

Overall, the research findings indicate that the implementation of the PEKO (Regulations and Commitments) strategy has significantly improved the discipline and performance of teachers and education personnel. These changes are not merely superficial, but reflect a profound and ongoing transformation of work culture.

In terms of discipline, all indicators showed improvement: attendance, adherence to regulations, task execution, and administration. In terms of performance, teachers were better

prepared to teach, using a variety of learning media, and implementing active learning. Educational staff also showed improvement: administrative staff processed files more quickly, cleaning staff were more diligent, operators uploaded data more quickly, and librarians were more active in promoting books. Marsono stated, "There are loan statistics, up 35% from last year," while Irma Pribadi Oktaviana said, "EDS is always on time."

This improvement is supported by a proportional reward and punishment system. Mangkunegara (2015) stated that implementing proportional rewards and punishments is an effective strategy for increasing motivation and work discipline. At SD Negeri 02 Madiun Lor, this system is implemented fairly: those who achieve results receive certificates, flowers, or gifts; those who violate receive gradual reprimands. There are no emotional sanctions, so staff feel they are being given the opportunity to improve themselves.

Arsad (2023) emphasized that academic supervision by madrasah principals is crucial for improving the performance of educational staff. At SD Negeri 02 Madiun Lor, the same principles are applied: routine supervision, periodic evaluation, and clear follow-up. However, what sets this study apart is the inclusion of educational staff in the assessment system, which is often overlooked in previous studies. Here, educational staff are seen not merely as supporting staff but as an integral part of the education system.

(Rustandi & Jaelani, 2024) stated that analyzing work discipline is crucial for improving teacher performance. These findings support this assertion: discipline is the foundation of performance. Without discipline, there will be no consistency, responsibility, or productivity. However, discipline alone is insufficient without commitment. That's why the PEKO model, which combines the two, is so effective.

Philosophically, this research supports the view that human resource management in schools must be holistic: not just relying on rules, but also building commitment; not just supervising, but also coaching; not just evaluating, but also appreciating. With this approach, SD Negeri 02 Madiun Lor has succeeded in creating a disciplined, professional, and highly competitive work environment.

Implications Theoretical and Practical

The findings of this study provide significant theoretical and practical contributions. Theoretically, the PEKO model enriches the literature on educational management by offering an integrative approach to regulation and commitment. This model demonstrates that discipline and performance cannot be managed separately but must be viewed as a mutually supportive whole.

Practically, the results of this study can serve as a reference for other schools in designing strategies to improve discipline and performance. Recommendations include: 1) Continue and develop the PEKO model by adding technological elements; 2) Improve the transformational leadership of school principals; 3) Actively involve education staff in performance evaluation; 4) Use a reward and punishment system that is proportional and educational; 5) Create a culture of reflection and collaboration.

Thus, this research not only answers the problem formulation, but also provides real solutions to improve the quality of educational services by improving the quality of human resources in elementary schools.

Conclusion

Based on research conducted at SD Negeri 02 Madiun Lor, it can be concluded that the effective implementation of the PEKO (Regulations and Commitments) strategy can improve

the discipline and performance of teachers and other educational staff. This study revealed two key interrelated findings that form the foundation of the program's success. The implementation of firm, transparent, and consistent regulations is the main foundation for building a culture of discipline in schools. A digital attendance system (fingerprint), uniform regulations, daily duty schedules, and routine monitoring by the PEKO team have successfully created an orderly and accountable work structure. Observation data shows an increase in attendance rates from an average of 87% to 98%, as well as the elimination of the practice of leaving attendance or unauthorized absences. This approach aligns with the principles of work discipline management, which state that rules enforced fairly and objectively will foster collective responsibility (Suryanti et al., 2021; Putri et al., 2024). However, success stems not only from firmness but also from consistent implementation of rules for all parties, including the principal, thereby fostering a sense of trust and fairness in the workplace. Besides regulations, building professional commitment is key to improving performance. The PEKO program relies not only on a reward and punishment system but also builds internal awareness through regular coaching, monthly reflections, mentoring, and the principal's exemplary behavior. Staff feel valued through symbolic gifts such as certificates, flowers, or Eid al-Fitr gifts, which, although small in material value, have a significant impact on intrinsic motivation. Interviews indicate that staff no longer work out of fear of sanctions, but rather because they feel an emotional and professional bond with the school. This aligns with the concept of organizational commitment (Wardani, 2023) and supports the finding that the combination of external rules and internal incentives is highly effective in increasing work productivity (Haiqal, 2023).

The PEKO model has proven effective because it integrates two crucial dimensions: structure (regulations) and spirit (commitment). The transformation of the work culture from a loose one to a professional, orderly, and collaborative one is clear evidence of the success of this holistic approach.

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