

Discipline in the 21st Century: Humanistic Strategies from a Student Perspective

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Abstract *Based on Interpretivis ontological it shows that not only the voice of the teacher has an important role in the application of school discipline. The voice of the students also has an important role in the policy as students are the main actors who have the experience of following school discipline rules. This study aims to examine in depth the application of school discipline that uses humanistic models by looking at students' views or voices. Because the school discipline rules have been made only by those who have the school without involving students in making school discipline rules. The research was carried out at one of the schools in East Java. As for the participants of this study, 20 students consisting of 14 female students and male students on the condition of the 10-12 classmates who were ready to be the study participants. Using the intended sampling especially the maximum variation will make it easier for students to look at students' views freely, openly and different. The findings of this study show that students want to be guided by teachers, approached, treated well according to the situation, and teachers speak well and politely even though students have violated school discipline rules. Based on the findings of the research taken from the students' voice, students feel more comfortable, safe and calm when the application of school discipline uses individual fulfillment. The students' expectations are in line with the character of the Humanistic School discipline model or the fulfillment of the individual triggered by Newton 1980. For the next study it is not only the voice of the student, but the voice of the teacher is also important in digging more in what strategies are implemented by the teacher in disciplining students. There is a good work between teachers and students in determining the school's disciplinary rules that will inspire education, school heads, teachers and students.*

Keyword: *Discipline, Humanistic, Students perspectives*

Introduction

The rapid development of technology and information has brought many impacts and changes in various fields. The development of information and communication technology has changed many human lifestyles (Laksana, 2021). Likewise with the mindset and lifestyle of students who are teenagers, they think more critically towards the world of education, for example in the application of school discipline. Students will give a rapid response to the actions taken by the teacher. For example, students who demonstrate, because they feel the application of school

disciplines carried out by the school is too hard and intimidating (Aminudin, 2018; Nadhiroh, 2018).

In addition, physical punishment also makes students feel uncomfortable with the application of school disciplines applied by the school. The statement was in accordance with Sadik and Yalcin, (2018) who stated that students felt they were not satisfied with the use of phizical penalties and stated that alternative disciplinary actions were more intimate students were used to overcome the problem of discipline. The freelance study found several school disciplinary issues that show the combination of the use of violence that is often referred to as a phizical punishment. The use of Fizical Penalty is still in advanced in countries such as India, Korea, South Africa, Sudan, American Syarikat and Zambia (Gershoff, 2017; Makhani, 2013; Zemichael et al., 2021).

In addition to physical punishment violence occurs globally, this also happens in Indonesia. UNICEF (2019) shows that teachers often use fizical punishment and emotional pressure to discipline students. Likewise, The Indonesian Child Protection Commission (KPAI) (as cited by Arifin, 2020) also reported more than 100 Fizical Penalties in the first half of 2018, which involved 34.7% of high school students and 19.3% of Low High School students.

Based on the statements and kes that occur, it shows that the student's voice approach may be a consultation about important cases, for example teaching and learning, policies or disciplinary regulations in schools (Rudduck, 2007). This makes researchers want to study in depth about the application of school discipline using the Humanistic Discipline Model (Individual Fulfillment) (Newton, 1980).

Literature Review

Violation of School Discipline

Disciplinary violations are disciplinary issues, offenses in behaviors that are considered incorrect and unacceptable (Simba et.al., 2016). In this study of school discipline violations, that is, late students come to school, students who come to school after sports, incomplete students using school uniforms, noisy students and using classrooms during classroom learning, as well as smoking students. The purpose of the student should obey the application of the school's discipline is to control the behavior of the students, so that the students are comfortable and comfortable in the school and the students sincerely and obey the school rules.

Student Views

Student views can be seen as a form of engagement that gives students the opportunity to be able to actively provide views or opinions related to important schooling issues (Mitra, 2018). Because students are the main actors in the educational process, their voices or views are essential to contributing to all policies, especially in establishing school discipline rules.

Disciplinary Implementation Strategy Using Humanistic Discipline Models (Individual Fulfillment).

Individual fulfillment is a model of school discipline that is painful to the Humanistic Education Psychology Model (Maslow, 1968; Porter, 2014; Woolfolk, 2021). The application of the Humanistic School Discipline Model to the Application of School Discipline: (1) Students must be responsible for their own behavior; (2) School regulations are a guide in behaving not a regulation that is permanent and cannot change; (3) While the teacher has a role as a kounsselor who is tasked with guiding students, so students can be confident to determine the best for themselves. So in this case the teacher does not have the authority or power in punishing students. (4) When punishment and reward can be determined by students themselves because they are individual.

Table 1. Application of Humanistic School Discipline Models

School Discipline Model	Focus	The Role of the Teacher	The Role of Students
Individual Fulfillment (Humanistic)	<ul style="list-style-type: none"> • Student initiative, self-arrangement • Rules are guidelines • Can be changed (not fixed) 	<ul style="list-style-type: none"> • Counselor • Supervisor (servant) • Guide towards behavior change 	<ul style="list-style-type: none"> • Able to distinguish the right from the wrong • Self-regulation

Methodology

This study uses a qualitative approach which is considered suitable to see phenomena or issues based on student perspectives (Braun & Clarke, 2013). This research was conducted in a high school in East Java. This school was identified based on its location adjacent to the two schools involved in the student demonstration in 2018, namely on April 5 (Aminudin, 2018) and November 22 (Nadhiroh, 2018) because of student dissatisfaction with the school

in dealing with student discipline problems, which involved the use of harsh language and intimidation. Schools identified as the context of this research are chosen based on the assumption that there is a high possibility that the protest action of students in the future will spread to the nearest schools in the same district, which is motivated by the dissatisfaction and protest shown that are considered successful in bringing change (Bond & Bushman, 2017). The data collection process was carried out when Pandemi Covid-19 in 2021. This hampered important access to the field, such as access to schools, travel, and transportation. Due to difficulties in contacting students to become research participants, researchers used snowball sampling techniques that were aimed at (Marshall et al., 2016), where the teacher who was first interviewed, with the help of school discipline teachers, was asked to identify students from schools who were willing to become interview participants. Because the research topic is rather sensitive, not many students are willing to become research participants. Then there are 20 students (6 men, 14 women) aged between 16-18 years. Study participants are students who have received disciplinary action notes (as confirmed by school discipline teachers). They were interviewed to get a perspective on physical punishment and alternative disciplinary strategies. Student identity, along with the school and its location, is treated with strict confidentiality, and participants are only identified based on the code as the following example: P2 (Student 2). Before Pandemi Covid-19, the initial planning was to use a semi-structured face-to-face interview (Marshall et al., 2016; Silverman, 2010). Interview questions are prepared to meet the following information needs: (1) the accuracy of the use of physical penalties and explanations; (2) Alternative strategies that are considered appropriate and explanation. However, these questions have been changed to semi-structured questionnaires using online applications to facilitate students and teachers in answering. Furthermore, after the data collected was analyzed and the interview questions had been improved. In the second stage, an online interview face to face using the conference video was carried out to obtain further description related to the answers of the teacher and students given in the questionnaire. All online interviews are recorded for transcription and analysis purposes.

Data Analysis

Violations of School Discipline According to the Teacher's View

Every teacher must have different experiences in applying discipline. The violations that are often committed by students based on the teacher's experience both in the classroom and outside the classroom (summarized through the student discipline book), including noisy when the teacher explains, late for the classroom after sports lessons, sleep in class while learning, not doing homework, wearing incomplete uniforms, smoking, and others.

Table 2 Types of violations committed by students

Location	Types of Violations	Frequency
In the classroom	Noisy in class during the learning process	8
	Late in class after the change of class hours or after sports hours	6
	Sleep in class	6
	Not doing work or homework	5
	Play laptops /gadget/social media during the learning process	4
	Not in class	2
	Quarrel	2
	Cheating during the exam	2
Outside the classroom	Late coming to school	6
	Uncomplete uniform clothes	5
	Smoke	5
	Littering	4

Student voice about the experience of following school discipline rules

Table 3 Student views on the implementation of school discipline regulations

Theme	Examples of data passages
The application of very strict school discipline	<ul style="list-style-type: none"> • "Very derived ... usually at 6.30, but if anyone comes through the students get punishment for a motorcycle or a student to write a letter to the disciplinary teacher." (Anggrek/P1) • "At 06.20 the gate is closed, the uniform must be complete, if it is incomplete being told to push ups, if long hair must clean the catfish pool, because female hair must be earlier and male hair must be bald." (Kertas/p12) • "The rules are very strict. Go to school at 6.30. If students come late, they have to go to the road (crawl) twice the field." (Shuaib/P11) • "In my school, the regulations regarding discipline are explained very tightly, through regulations made, for example provisions in driving, in cleanliness, in appearance." (Harun/P14)
The application of discipline that is still loose	<ul style="list-style-type: none"> • "The regulations in the school are not too firm, even many violations, but are not punished. As a result students who violate are not deterrent and violating school regulations are considered normal." (Sedap Malam/p19) • "In my opinion, the discipline is only carried out by new students and students, or students who are close friends of disciplinary officers such as MPK* (class leader) and OSIS* (school supervisor). Only reprimanded with new children and not close friends, but close friends are almost never reprimanded." (Eceng Gondok/p7) • "School discipline regulations need to be even more assertive so that students obey more disciplinary regulations." (Kembang Sepatu/p8) • "Not too disciplined because many still violate the rules." (Musa/P13) • "Less tight in the problem of maintaining environmental sustainability." (Sakura/P17)
The application of good discipline	<ul style="list-style-type: none"> • "Yes ... good because it can increase student discipline ... today young people are difficult to set." (Anyelir/P2) • "In my opinion the application of good discipline and is still reasonable." (Rafflesia/P6) • "The application of discipline at my school is good." (Yusuf/P9) • "Very good." (Lonceng/p16) • "Good, not too resting." (Putri Malu/P18)

Based on the data in the diagram above, there are students who consider the implementation of school disciplines to be strict. The most commonly mentioned errors are delays to come to school (Anggrek/P1; Shuaib/P11), incomplete uniforms (Kerta/P12) and hygiene aspects (Harun/P14). Heavy penalties for these violations, for example, students are told to walk in two rounds, cleaning fish ponds, and push ups.

However, there are students who think the application of discipline in their school is still loose, such as teachers who are not firm in disciplining students (Kembang Sepatu/p8; Sedap Malam/p19). According to the Sedap Malam/P19, students do not feel guilty and continue to violate. This is also explained by Musa/P13 who feels that the school's uncertainty in disciplining students has caused students to prefer the rules.

According to Eceng Gondok/P7, irregularity also occurred when the school supervisor or class leader was not fair in reporting disciplinary violations. For those who often receive criticism are new students or students who are not friends with them.

In addition, the irregularity of disciplining students who violate the rules, as described by the Lotus/P20 is due to the parent's intervention of the action taken. This causes teachers to not dare to perform their duties:

"If the rules of discipline in my school, in my opinion are lacking when compared to other high schools, the rules are not really disciplined so their children prefer to violate. If they are erased they will report to their parents and their parents do not accept the teacher finally do not dare to discipline students. (Teratai/p20)

In addition to students who see the implementation of school disciplines as strict or long, there are some students who consider the application of discipline in their schools to be good enough, for example teachers who give proper and excessive punishment to students, as stated by Raflesia/P6 and Yusuf/P9 as stated by the following students:

Alhamdulillah, the rules go according to what we want. (Matahari/P15).

Alternative Discipline Strategy: Humanistic Strategy (Individual Fulfillment)

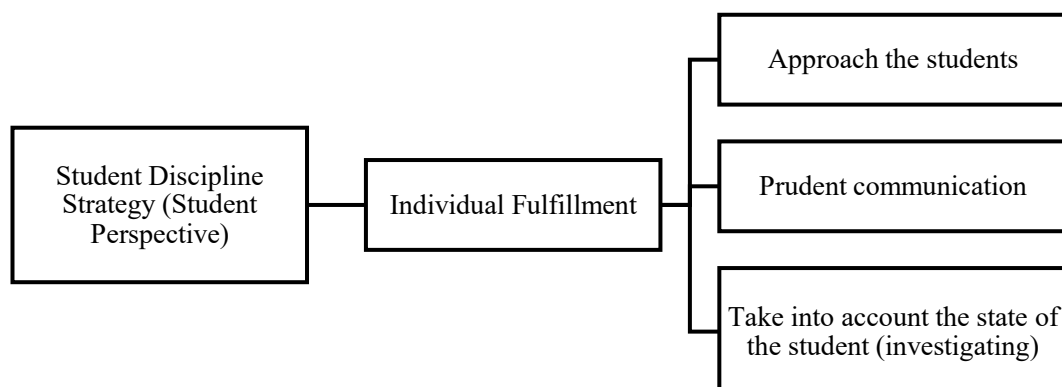


Figure 1 Disciplinary Strategy Based on Student Perceptions

Strategies that are more appropriate for students are strategies that involve good relationships between teachers and students, as well as more students' attention. These strategies are seen as similar to strategies in the humanistic model, even if they are not comprehensive with the following sub-themes: approaching students, communicating or politically, considering students' perceptions or views.

Approach the Students

Data analysis shows that most students give good and empathetic views, which are affected as love approaches, for example like the following theme: Approaching students have sub-themes: Accept students' views, understanding students who have problems. Meanwhile, to speak politely, it has a sub-theme, that is the teacher's attitude in speaking good words.

According to Yusuf and Aster disciplinary strategies that can be done to deal with student discipline issues by approaching students so that students are willing to carry out the rules that have been set "Guru harus mendekati pelajar saja dan memberi arahan yang baik, tanpa perlu menghukum." (Yusuf/P9)

"The teacher disciplines the student not to be too strict but the teacher can take the students' hearts, pay attention to the students so that the students want to carry out the rules. To keep the rules comfortable then the teacher should approach the student instead of violence." (Aster/P3)

In approaching students need teachers who are not too hard on students, but by using a gentle way to take their hearts to make it easier to adhere to the rules. Even teachers need to avoid punishing students. The same mind is expressed by Raflesia and Sakura. By approaching students, they believe the relationship between the teacher and the students will be better. Furthermore, Sakura recommends that the teacher strive to "be a good friend of the student", a way he feels "according to the development of the times". Approaching students is also important to

provide students with comfort so that they do not feel "bored because they are often scolded" (Ayyub/P10). Approaching students involves methods such as asking for the purpose of understanding student problems:

"Students should be asked because they are concerned about having problems outside of school, ... (Anggrek/P1)

As with the example given by the Anggrek, approaching students also involve dialogue and "consult" with students (Kembang Sepatu/P8) aimed at achieving good strategies. Discussion is seen as important for students who have the view that the possibility of students breaking the rules in order to get the attention of the teacher. In implementing this strategy, teachers should "ask first, don't be angry" (Musa/P13). They also need to investigate "be patient, meticulous, more observed and more supervised". (Eceng Gondok/P7).

Communicate well and politely

In an effort to be more empathy for students, teachers are also advised to communicate with students well and politely, using good speech, and may also be more intimate and humorous. According to hibiscus, students should not be scolded directly because it cannot change student behavior for the better.

"Yes, it should be with a good speech and then slowly. But if 2 or 3 times it is warned or not ... still violating it, just hit the sanctions." (Ya'qub/p4)

"It is said to be carefully ... not snapped. If yelled at, they usually add to their naughty numb, ngepe (insulting) added (increasingly) not obedient (not obey)." (Kembang Sepatu/p8)

According to Anyelir, Eceng Gondok and Syuaib, discipline that educates should not use harsh words. In fact, it is more suitable and fun if the teacher conveys with a joke sentence, according to Yusuf.

"Maybe not just harsh words." (Anyelir/P2)

"Male courtesy, and speech, good behavior." (Eceng Gondok/p7/mc)

"It is well known. (Shuaib/P11/MC)

"If possible the teacher likes to be kidding or humorist. It's not too fierce." (Yusuf/P9)

Adjust the student's condition

Furthermore, the students expect that any action in discipline should be deprived of the student's situation and should use the strategy first as stated by the Lonceng.

"As for the teacher's way of approaching the student to ask the student to sit down then the teacher asks and gives advice. In addition, the teacher needs to understand the student's situation that after the sport will be hungry and thirsty." (Lonceng/P16)

The bell has told the example of a teacher who requires time in asking students why they are late for class. Furthermore, the student answered that they were late because they had to queue up when changing clothes after sports lessons were finished then the teacher had given advice and allowed them to join the ongoing learning process without receiving punishment from the teacher.

"When the teacher explains the subject matter, there is a voice of people knocking on the door and some people say hello. The teacher and other students answered the greetings. Suddenly the teacher stopped the explanation and called the five students." Come on, you guys come here, from where this time just came at this time? " They answered. " We are waiting for the bathroom. (Lonceng/p16/mc)

According to Dahlia, for example, before the teacher gives punishment to students who violate school regulations, the teacher should ask in advance as an effort to approach students. Even the teacher should also ask for help from his friend so that the student wants to change his attitude because in his teens, teenagers are easier to accept advice and advice from his friends or closest people compared to advice from his parents or teachers (Dahlia).

"My hope is that before giving a strong direct punishment to students who violate the discipline, teachers should reach out to students as they ask their friends because students will be more likely to hear friends' speeches than parents or teachers. (Dahlia/P5/MC)

So on, as expected by Sakura, the teacher must also understand the situation or situation of students that might affect her attitudes and behavior. This can be caught because every student has a different background.

"The teacher must first know the background of the late student, because there may be internal problems such as mothers or family members who cannot carry their provisions like other friends, besides that the canteen belongs to all students where the culture of queuing must be preserved, I am not on the side of the teacher or student, students should also be able to manage time, students must know which one should be completed now and Students, because the teacher must also understand the student's condition, it is very possible if the student has obstacles in his life. " (Sakura/P17/Mc)

In keeping with the teacher's desire for the teacher to know the student's situation and to reach out to the students in understanding their situation. In addition, the school is expected to receive the views or advice of the students.

"The school gives the right of students to argue what should be added." (Sakura/P17/Mc)

"Maybe by murying out and the government provides opinions and suggestions for teachers." (Eceng Gondok/p7/mc).

Suggestion as voiced by Sakura and Water hyacinth is very limited, but has similarities in what students are talking about in the sub -theme.

Finding and Discussion

The strategy emphasized by the students is the communication between the teacher and the student, which is the essence of the individual fulfillment model. Although, the researcher cannot fully match the strategy and rights of this model, but the priority of the role of the teacher as a guide can be seen in what all students say. Teacher and student communication is highly emphasized by them, as well as some teachers. This supports Sellman (2009) and Wan Din (2023) that good teacher and student relationships are important. Individual Fulfillment Models show the role of teachers as mentors who require teachers to be good to students (Amoah et al., 2015).

Good communication, with good words, with each other is important to keep students safe and comfortable and to have the opportunity to defend themselves and to gain justice, to be self -improvement and attitude, according to the purpose of school discipline under the Individual Fulfillment Model. For students, feeling safe is an important factor (Atwal, 2020), as safe feelings will reduce student misconduct (Atwal, 2020; Jones et al., 2023). Safe feelings can be achieved when students feel that the discipline is carried out consistently and fairly, that all

students regardless of their background receive the same punishment for the same offense (Morisson, 2018; Wun, 2015).

The implications of unfair, inconsistent, and biased because students do not like to comply with school rules (Way, 2011), and even more often. According to Preiss et al., (2016) the more students see their rights to gain justice and security decreasing in the face of the discipline, the more they feel less confident in the implementation of discipline especially in terms of justice. Thus, the strategies suggested by the students, though not in detail, are considered to be justice, prudent communication, good relationships, and self-defense opportunities (through teacher investigation) which suggested the importance of teacher and student relationships (Gregory & Ripski, 2008; Rainbolt et al., 2019). Similarly, teachers who practice strategies take into account the situation of students before punishing (Atwal, 2020; Jones et al., 2023) who think that strategies for approaching students should be given priority.

Conclusion

Based on the findings above the study shows that students also have the right to express their opinions or views related to school discipline because students are the main performer is a learning process in schools both in the classroom and outside the classroom or school environment. In addition, students still feel that school discipline violations are still often in the classroom and outside the classroom. This can happen because students feel that the application of school discipline is very strict and hard, some are still loose but in the view of the students are also good in the application of school discipline. As for the students' expectations that teachers are more humanistic in applying school discipline where school discipline models are more humanistic to emphasize students and to find out the situation of students before punishment and teachers speak polite and good even when students have made mistakes. This is done to make the students feel safe, comfortable and more responsible for themselves.

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