

## Analysis of Factors Affecting the Discipline of Grade II Students in Learning to Read at SD BK Jonooge



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**ABSTRACT:** This study aims to analyze the factors influencing the discipline of Grade II students in learning to read at SD BK Jonooge. Discipline in learning to read is a crucial aspect of elementary education. However, many students in Indonesia, including those at SD BK Jonooge, still face difficulties in reading due to a lack of discipline in the early stages of learning. This research uses a descriptive qualitative method with data collection techniques through observation, interviews, and documentation. The research subjects consist of Grade II students, teachers, and parents. The results indicate that students' discipline in learning to read is influenced by internal factors (awareness, interest, motivation, and mindset) as well as external factors (family environment, school, and community). The family environment and the role of teachers in creating engaging learning methods significantly impact students' discipline. The conclusion of this study is that improving reading discipline requires collaboration among students, families, schools, and the community.

**KEYWORDS:** Discipline, Learning to Read, Internal Factors, External Factors, SD BK Jonooge.

### INTRODUCTION

The lack of student discipline in learning to read is a significant problem in basic education that is faced by many schools throughout Indonesia. Based on the current phenomenon, many students in Indonesia are still not fluent in reading, this is due to the lack of student discipline in learning to read when they are in the lower grades. For example, in Grade II of SD BK Jonooge, It was found that students' discipline in learning to read was still very low, which had an impact on their reading ability. Discipline is behavior that shows a willingness to follow applicable rules, rules, values, and principles, obedience includes the principle of obedience, namely the ability to act and behave consistently based on certain values (Sugiarto et al., 2019). Discipline in the learning process is an important key in helping children control themselves, with discipline, children can learn to improve their poor behavior while learning (Akmaluddin & Haqiqi, 2019). Learning to read is an activity carried out by readers to understand the message they want to convey through writing or words used by a person in listening, speaking, and writing. In reading activities, there is a very vital role, namely to understand issues, improve, and expand individual knowledge (Meo et al., 2021). The process of learning to read involves developing skills and understanding to understand the text. This is an important foundation in the world of education, which has an impact on the ability of individuals to access, analyze, and utilize information. Reading is not just about recognizing the words, but also understanding the hidden meanings in the text (Sapitri, 2024).

The lack of student discipline in learning to read is influenced by two factors, namely internal and external factors. Internal factors originate from individual students and are divided into physical and psychological conditions, which play an important role in shaping self-discipline. Meanwhile, external factors come from the surrounding environment and affect students' learning discipline (Zamiyenda et al., 2022). According to Maulidia, students' learning discipline can be influenced by a variety of factors, including the learning environment, support from the family, and the teaching approach applied. The article shows that when students are encouraged to develop self-discipline in learning to read, then their academic results tend to be better (Maulidia et al., 2021). Furthermore, Maulidia states that knowledge background plays a role in reading comprehension, which indicates that a lack of discipline in reading can be associated with a lack of supporting knowledge necessary to understand the text. Other researchers also assert that difficulties in comprehending reading are often exacerbated by a lack of consistent practice and repetition, all of which are integral parts of discipline in learning to read (Kilpatrick et al., 2019).

Several previous theories and studies have stated that learning discipline is obedience and compliance with written and unwritten rules in the process of permanent behavior change. This change occurs through practices such as observing, reading,

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imitating, trying something, listening, and following directions (Ristiana & Pratiwi, 2020). This theory is supported by other research that finds that low interest in reading can have an impact on student discipline in carrying out reading learning activities (Banowati et al., 2023). In addition, research by Palaler found that the use of engaging learning media such as letter cards can improve the reading skills of grade I elementary school students (Palaler et al., 2024). In the context of family support, it is argued that social support from parents plays a significant role in building interest and discipline in reading in students (Siregar, 2022). In conclusion, innovative learning strategies and strong social support from the home environment are key elements in improving students' discipline in learning to read, so a comprehensive approach is needed to address this problem.

Based on this background, this study takes the title "Analysis of Factors Affecting the Discipline of Grade II Students in Learning to Read at SD Bk Jonooge". The main purpose of this study is to identify the internal and external factors that are most influential in forming reading discipline habits.

### LITERATURE REVIEW

According to Inaradjan, discipline is influenced by two factors, namely Internal factors are factors that come from the students themselves and can affect their learning discipline. This internal factor is divided into two, namely physical and psychological conditions are aspects that affect the formation of self-discipline, external factors are factors that come from the external environment and can affect student learning discipline. These external factors include family habits, the implementation of school rules, and community conditions (Zamiyenda et al., 2022).

#### *Faktor Internal*

Awareness Factor According to Riadi, self-awareness is a state in which individuals can understand themselves accurately, namely awareness of thoughts, feelings, and self-evaluation, individuals who have good self-awareness have the ability to control themselves, namely being able to read social situations in understanding others and understanding other people's expectations of them.(Riadi, 2021). Interest and Motivation Factors through the book Work Motivation, Process, Theory, and Practice explains that motivation is the driving force in a person that encourages him to do certain activities for the sake of one goal. Therefore, motivation can be defined as a collection of forces from within and outside an individual that determines the form and intensity of actions in meeting his needs. A number of psychology experts agree that motivational factors can explain the direction, intensity, and consistency of an individual's behavior in achieving a goal. (Palupi, 2022). Thinking patterns or mentality are ways of evaluating things and making conclusions based on certain points of view. Differences in thinking arise from variations in the number of perspectives used as the foundation or basis of thought. Many points of view are influenced by emotions (thoughts). Mental perspective can also be described as a consistent state of mind formed by education, experience, and prejudice. The mental perspective as a mental map serves as the foundation of behavior and action.

#### *Faktor Eksternal*

The family environment is a very important developmental environment throughout human life, the family is the smallest social unit that exists in every society in the world, or the social system formed in the larger social system, the family is the first place where children learn many things, especially about meeting basic human needs, so that they can carry out the process of adjusting themselves to their own social life (Andriyani, 2020). The school environment has a significant impact on student learning progress. After the family environment, the school environment also plays an important role in shaping the mindset of students. Factors such as complete learning facilities and supportive environmental conditions play a role in creating a pleasant learning atmosphere. Without a good school environment, the learning process will not run effectively and efficiently (Santoso et al., 2023). The social environment is the interaction between individuals in a community is influenced by social relationships, culture, physical environment, and ways of interacting between groups. Each individual has the responsibility to preserve the community's environment, while the government, through the people's representative body, has an important role in this regard. Infrastructure, industry, labor markets, economic and social processes, as well as other aspects such as social wealth, health services, power relations, race, social disparities, culture, art, religious institutions, and beliefs about places and communities, are all integral parts of the community environment (Mawarti, 2024).

### RESEARCH METHODS

This study uses a qualitative method to examine the factors that affect the level of discipline of grade II students in the reading learning process at SD BK Jonooge. According to Sugiyono, the qualitative research method is an approach based on the philosophy of postpositivism that emphasizes a deep understanding of complex social situations (Sugiyono, 2013). In this qualitative research process, researchers become the main instrument, which allows flexibility in data collection and analysis to uncover hidden meanings of social interactions.

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The approach used in this study is qualitative descriptive, in accordance with the explanation given by Sanjaya, this approach is intended to provide a comprehensive and in-depth overview of social reality and phenomena that occur in the student learning environment (Sanjaya & Pd, 2015). The location of this research is at SD BK Jonooge Jl Sandjo Jono Oge, Sigi Biromaru District, Sigi Regency, Central Sulawesi and the research was carried out from November 9 to December 20, 2024 with a total of 5 informants of grade II students, 1 class II teacher and 1 student's parents. Informants are selected using Purposive Sampling, this technique allows researchers to determine informants based on certain standards that are considered to be able to provide data that is very relevant to the study being conducted. In this research situation, the standard is people who have a deep understanding or are directly involved in reading learning activities at the elementary school level. The data collection technique was carried out in a triangulation manner using interviews, observations, and documentation. The data analysis technique used in this study is the Interactive Model developed by Miles, this model does not wait until all the data is collected for analysis, but the analysis is carried out continuously from the beginning of data collection until the analysis process is completed. This model consists of three main parts, namely data reduction, data presentation, and conclusion drawing (Miles et al., 2015).

### RESULT

From the results of research conducted at SD BK Jonooge, it was found that there are several factors that affect the discipline of grade II students in the process of learning to read. Data collected through interviews, observations, and documentation studies show that students' discipline in learning to read is influenced by various factors, both internal and external. Internal factors include students' awareness, interests, motivation, and mindset, while external factors include the family, school, and community environment. These findings confirm that student discipline is not only determined by individual effort, but is also influenced by a supportive learning environment. Furthermore, the results of the research and its implications for efforts to improve reading discipline will be described in detail.

Students' awareness in learning to read varies, some students have high awareness and admit to reading diligently at home, as said by a student of grade II S.M, (*yes, I am diligent in studying reading at home*) and T.S, (*"often"*). However, there are also students who lack awareness to read because they have to take care of other responsibilities at home, such as N.N. a second-grade student who said, (*"I take care of my younger brother"*). Students' interest and motivation in reading also varies. Some students have high intrinsic motivation, such as S.M who said, (*"to be good at reading"*) and T.S who said (*"want to know how to read"*) however, there are also students who are less motivated to read and are more interested in other activities, such as drawing. The parent of one of the students said, (*"If you learn to read, it is a bit difficult for him to concentrate, he gets distracted quickly, but if he draws, he can focus"*). Students' mindset towards reading can be seen from how they manage their time and place to study, some students have structured study habits, such as J.F who says, (*"every day I study with my cellphone, usually at 7 pm"*) and T.S who studies during (*"1 hour in the room"*) However, there are also students who have a very short study time. like S.M who only reads for (*"3 minutes"*).

The family environment plays an important role in shaping students' reading habits, some students get strong encouragement from parents, such as S.M who said, (*"Mom and Grandma often tell me to read, usually after school"*), the same thing happened to T.S who said, (*"I was often told to read by my parents, especially at night"*), however, there are also students who lack consistent encouragement from parents. One of M.T's parents admitted, (*"I usually just remind, but rarely, but still reminded"*), In addition, some children rely more on their older brother to do reading assignments, as mentioned by other students' parents (*"usually he tells his brother to ask for help with it"*).

The school environment plays a big role in improving students' reading skills. Almost all students stated that their teachers often told them to read, as J.F., (*"often the teacher's mother told them to learn to read"*) and N.N., (*"often told to read by the teacher outside of class hours"*). Teachers' teaching strategies are also diverse, as explained by the teacher of class II S.G.L, (*"I started the beginning of learning by singing together and motivating the students, asking how they were doing today"*) In addition, S.G.L also groups students based on their level of understanding so that the learning process is more effective. (*"I group them so that those I want to teach can really learn, and those I can separate."*) School facilities such as the reading corner are also places that are often used by students to read, as mentioned by N.N, (*"in the reading corner usually learn to read"*) and S.M, (*"often read in the reading corner when there is free time"*). The community environment also affects students' reading habits, some students enjoy reading with friends, such as T.S who said, (*"I love reading with friends"*). However, there are also those who don't like to read with their friends because they feel distracted, such as J.F who said, (*"I don't like studying with friends because they're chatty"*). On the other hand, religious activities can also play a role in increasing students' interest in reading, one of the parents of M.T students mentioned, (*"now he has started to go to church often, so there are additional verses that must be memorized, I hope that with that he can make an effort to be able to read"*).

### DISCUSSION

This study found that the level of discipline of grade II students in the reading learning process at SD BK Jonooge is influenced by various factors, both internal (such as awareness, interest, and motivation) and external (such as family environment, school). The results of this study provide a comprehensive overview of how the interaction of internal factors and external factors can form disciplined learning habits. In this analysis, the findings of the study will be associated with relevant theories and compared with the results of previous studies, in addition, the impact of these findings on efforts to improve reading learning discipline, especially at the elementary school level, will be evaluated.

The findings of this study show how important the awareness factor is in shaping students' learning discipline, especially in terms of reading ability. Self-awareness is an individual's ability to understand themselves, including in recognizing their thoughts, feelings, and actions during the learning process (Riadi, 2021). This awareness becomes a key factor that determines whether students have an intrinsic motivation to read or only do it when ordered by others.

Based on the results of interviews with students, it was found that there was a variation in the level of awareness in learning to read, some students had high awareness and actively involved in reading activities without the need for coercion from others, for example, S.M and T.S revealed that they were diligent in reading at home because they wanted to be smart at reading. This statement is in line with the theory of discipline which states that students with high self-awareness will more easily internalize the values of discipline in learning (Ristiana & Pratiwi, 2020). This research also reveals that there are students who are not aware of the importance of reading. N.N., for example, admits that she rarely reads at home because she has to supervise her younger siblings. This shows that external factors can affect students' awareness of reading activities. In previous studies, low self-awareness has been associated with a lack of discipline and self-control in the process of learning to read (Alkhasanah et al., 2023). This phenomenon can be seen in the results of interviews with parents of students who stated that children tend to be more focused when doing drawing or writing activities, but have difficulty maintaining concentration when reading. In addition, the role of teachers is very important in increasing students' reading awareness by implementing effective learning strategies. S.G.L, a teacher of grade II, revealed that he often uses games, singing, and other creative methods to attract students' interest before starting the reading process. This indicates that increasing awareness of reading can be done with a more interesting and dynamic method so that students can better understand how important reading is.

Interest and encouragement are important elements in determining the extent to which students are able to maintain discipline in the reading learning process. According to research conducted by Palupi, motivation is defined as an internal force that encourages individuals to take certain actions to achieve their desired goals. Motivation can arise from internal factors, such as the desire to expand knowledge, or external factors, such as support from parents and teachers. In the context of learning to read, students who have high motivation tend to be more regular and consistent in developing their reading skills (Palupi, 2022). Based on the results of the interview, it was revealed that some students showed strong intrinsic motivation in the process of learning to read. For example, S.M and T.S stated that they were diligent in learning to read because they wanted to improve their intelligence. This indicates that students who have a high interest in reading have an awareness of the benefits of reading in the development of their skills. This finding is in line with research conducted by Alkhasanah which concluded that students who are less motivated tend to experience difficulties in early reading, such as difficulties in spelling words, understanding word order, or interpreting the meaning of reading (Alkhasanah et al., 2023).

However, not all students show high motivation in reading, some students are more interested in other activities, such as drawing and writing, than reading. One parent said that his child was more focused when drawing than when reading. The role of teachers is very important in developing students' interest in reading. S.G.L explained that he uses various methods to draw students' attention to reading activities. This approach is in line with Witri's findings which show that lack of interest in learning is the main factor that causes early reading difficulties (Witri et al., 2022). Other research shows that environmental factors, such as the role of teachers in providing reading training, have an important impact on students' reading ability (Rasdiansastra et al., 2022). These findings were also seen in the results of interviews with students who showed that they were more motivated to read when they had support from teachers. By delving deeper into the relationship between interest and motivation and discipline in the process of learning to read, this study provides a valuable perspective for the development of more effective teaching strategies. More innovative and engaging approaches are needed to increase students' interest in reading, while the role of families and schools must be strengthened to provide consistent support to students. Thus, it is hoped that students can improve their discipline in reading and develop their reading skills gradually.

Mindset has a significant role in determining the level of student discipline in reading. Mindset reflects how a person evaluates activities and how they process information in determining attitudes towards certain tasks, including reading (Bagus, 2024). Students who have a positive mindset towards reading tend to be more organized and motivated in improving their reading skills. On the other hand, students with negative mindsets often have difficulty maintaining a consistent reading habit. The results

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of the interviews showed variations in students' mindsets regarding learning to read. Some students have a more structured mindset in managing their study time and location. For example, T.S routinely reads in the room for an hour every night, while J.F shows a more structured habit by reading every day at 19.00. These two students showed that they have a mindset that considers reading an important part of their routine, which is in line with the concept of disciplined learning (Sugiarto et al., 2019). There are also students who have a way of thinking that is not supportive in the process of learning to read. For example, S.M., only takes three minutes to read every time he learns. In addition, N.N does not have a regular reading schedule and admits that he is not consistent in reading because he has to take care of his younger brother. This kind of mindset shows that reading has not been considered a top priority, so the level of discipline in learning to read is low. Based on a study conducted by Rasdiansastra, there are various factors that affect students' reading ability, including learning habits in the home environment and teaching methods applied by teachers (Rasdiansastra et al., 2022). The results of interviews with parents showed that some children still need the help of others when doing reading activities, as conveyed by one parent. In addition, the school environment also has an important role in shaping students' attitudes towards reading. Teachers strive to teach a positive mindset by using various strategies, such as the one by S.G.L. who "groups students based on their reading ability level, the purpose of this strategy is to develop a more optimistic mindset in the process of learning to read, where students who have difficulty reading will be given extra attention so that they do not feel left behind and remain motivated to learn. From the results of this study, it can be concluded that students' attitudes towards reading activities have a significant impact on their level of discipline in the reading learning process. To improve students' discipline, an approach is needed that encourages them to develop a more positive attitude towards reading activities. Teachers and parents can help by creating a supportive learning environment, providing appropriate challenges, and providing positive reinforcement so that students see reading as a skill that they can continue to improve through consistent practice.

The role of the family environment is very significant in shaping students' learning habits and discipline in reading. The family is the first place where children learn and develop learning habits, including reading (Ahmad et al., 2021). The involvement of parents in providing support and motivation to children has a great influence on their ability to develop disciplined reading habits. From the results of the interviews, it was revealed that most parents play a role in promoting their children's interest in reading. Some of them revealed that they often invite their children to read every night, as revealed by M.T. In addition, some students also receive support from other family members, such as older siblings or grandmothers. For example, S.M. However, not all students get consistent encouragement from their families to read. One of the student's parents admitted to only occasionally reminding his child to read, but not regularly. Research conducted by Witri shows that parental inactivity in supporting the reading learning process can be a barrier to the development of children's reading skills (Witri et al., 2022). These findings are also consistent with the results of interviews, where some parents stated that they have tried various methods to motivate their children in reading, but not always successfully. Lack of support from the family environment can also be a factor that makes it difficult for students to focus while reading. Based on a study conducted by Rasdiansastra, the family environment that provides positive support, such as allocating special time to read, building good communication with children, and providing interesting reading materials, can increase student discipline in learning to read (Rasdiansastra et al., 2022).

From the results of this study, it can be concluded that the role played by the family has a significant impact on the level of student discipline in the reading learning process. When parents actively encourage their children to read, provide consistent support, and create a conducive learning environment, it will help improve students' reading habits. However, if the role of the family is not optimal, for example due to lack of attention or interference from other family members, then students will have difficulty maintaining their discipline in reading. Therefore, it is important for families and schools to work together in an effort to build better reading habits for students.

The role of teachers is very important in creating a school environment that supports the improvement of reading discipline. Teachers are responsible for providing guidance, motivation, and direction to students to develop positive reading habits. Based on the findings from the interviews, the majority of students revealed that their teachers actively encouraged them to read diligently. According to J.F., teachers often give him reading assignments outside of class hours. When interviewed, S.G.L revealed that he uses various strategies to increase students' interest in reading. One of the strategies used is to start learning with games and singing so that students are more interested in reading. This approach is in line with research that shows that students' lack of interest in reading can be overcome with more interactive and engaging learning methods. (Witri et al., 2022). In addition, S.G.L also uses teaching strategies that are adjusted to the capacity of students. S.G.L explained that he groups students based on their ability to understand reading so that the learning process is more optimal. In addition to the role of teachers, the facilities provided in educational institutions also play a role in improving student discipline in reading. Some students revealed that they often spend time reading in the school reading corner, for example, S.M and N.N stated that they often spend their free time reading in the reading corner. This shows that the existence of facilities such as reading corners can help form more regular reading habits among students. According to a study conducted by Rasdiansastra, the learning environment in schools equipped



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with adequate learning facilities, such as libraries, reading rooms, and a variety of reading materials, can significantly improve students' reading skills (Rasdiansastra et al., 2022). Therefore, it is important for schools to ensure that the reading facilities provided are attractive and accessible to students so that they are motivated to read regularly. Although educational institutions play an important role in developing students' reading habits, there are several obstacles that can hinder the love of reading in the school environment. One of the obstacles highlighted by educators is the unwillingness of students to read and prefer to play outside of study time. In an interview, N.N stated that he rarely takes time to read outside of class hours because he prefers to play. In overcoming this situation, S.G.L stated that its efforts are to create a more supportive learning environment so that students can concentrate more on the reading process. One of the strategies implemented is to provide reading materials that attract students' attention, such as books equipped with interesting illustrations. According to the study conducted, one of the problems that often arise when reading is the lack of interesting reading materials for students (Alkhasanah et al., 2023). The school environment is very important in shaping students' learning discipline in reading. The role of teachers in providing motivation, creating interesting learning methods, and providing appropriate guidance has a great impact on students' reading habits. In addition, facilities such as reading corners and interesting reading materials can increase students' interest in reading. Challenges such as lack of interest in reading and students' tendency to play more are still obstacles in improving reading discipline. Therefore, collaboration between teachers and schools is needed to create a supportive environment in forming better reading habits among students.

External factors such as the social environment of the community have a significant influence on students' learning habits and discipline in reading. Interaction with peers, reading culture in the surrounding environment, and activities that can affect students' reading habits are part of the environment (Mawarti, 2024). The relationship between students and peers in the community can affect their reading habits. The results of the interviews showed that some students enjoyed reading activities with their friends. For example, T.S stated that he enjoys reading with his friends. However, not all students experience the same thing in their social environment. J.F., for example, stated that he was reluctant to read with his friends because he felt distracted. This fact shows that unsupportive social environment conditions can hinder students in maintaining reading discipline. Research shows that the uncondusive social environment can hinder students in maintaining reading discipline. An unsupportive atmosphere or lack of friends who love to read can be a factor causing students' low interest in reading activities (Witri et al., 2022). The influence of reading culture in the community also affects students' reading habits. If the community around students has a strong reading habit, then children will be more likely to follow these habits. However, if the community environment often gives encouragement to other activities such as play, then children will have difficulty forming a regular reading habit (Mawarti, 2024). Some children prefer other activities to reading. M.T. parents said that their children are more motivated to paint because they can show their work to others. This shows that if reading is not appreciated or recognized by society, then children will be less enthusiastic about doing it. However, there are other advantages of the social environment that can improve students' reading habits. According to M.T, his son began to read diligently because he was given the task of memorizing verses in church. This shows that social institutions such as places of worship can also be a driver for students to be more diligent in reading.

In addition to the influence of social and cultural interaction on reading activities, activities that occur in the community can also affect the level of student learning discipline in reading. Some students admit that they prefer to play outside of class hours rather than spend time reading. For example, N.N stated that he rarely spends time reading at school outside of class because he prefers to play. This shows that if the community environment prioritizes play opportunities over reading, then children will have difficulty maintaining discipline in reading. The results of previous studies show that the environment, such as reading habits in the home and community environment, has a significant impact on students' reading ability. When children often see the people around them reading, they tend to imitate and make reading a routine activity. On the other hand, if their environment offers other activities more often such as playing or watching television, then reading will not be a top priority for them. The role of the social environment in shaping student discipline in terms of reading is very important. Factors such as interaction with peers, reading culture in the community, and surrounding activities can affect students' reading habits. If the environment provides positive support for reading, such as through literacy activities or reading assignments from social institutions, then students will be more regular in reading. However, if the environment offers more other activities that do not support reading, then students will find it difficult to maintain discipline in reading. Therefore, cooperation between families, schools, and the community is needed to create a supportive environment in forming good reading habits.

## CONCLUSIONS

The results of the study at SD BK Jonooge show that the discipline of Class II students in the process of learning to read is influenced by several main factors. Internal factors such as awareness, interest, motivation, and mindset, as well as external factors such as the family environment, school, and community play an important role in this. Students' awareness of learning to

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read varies, some are very diligent and have high awareness, but there are also those who lack awareness due to other responsibilities at home. Encouragement from parents and teachers has a great influence in building this student's awareness. Students' interest and motivation in reading also varied, students with intrinsic motivation tended to be more disciplined, while students who were less motivated were more interested in other activities. The role of teachers in increasing student motivation is very important, by using interesting learning methods such as games and singing. Students' mindset towards reading also affects their discipline, students with a structured mindset tend to be more disciplined in reading.

The family environment has an important role in shaping students' reading habits. Parents who actively encourage children to read and create a conducive learning environment are very helpful in improving reading discipline. The school environment and the community also have an influence in improving students' reading discipline. Teachers who are creative in learning methods and supportive school facilities help create an effective learning environment. A combination of internal and external factors affects students' discipline in learning to read. Self-awareness, interests, motivation, and mindset determine the extent to which students can develop the habit of reading independently. Cooperation between students, families, schools, and the community is needed to create a conducive environment in building better reading habits among students. By paying attention to these factors, it is hoped that students' discipline in learning to read can be improved so that their reading skills can develop optimally.

From the results of the research on the factors that affect the level of discipline of Grade II students in the reading learning process at SD BK Jonooge, there are several recommendations that can be applied to improve student discipline and reading ability. For educators, it is recommended to develop interesting learning methods, such as using games, songs, or stories. In addition, different learning approaches, such as grouping students based on their reading ability, ja. In addition, giving rewards and motivation to students who show progress is also very important to increase their enthusiasm for learning. For parents, creating a reading habit at home, being a good example by demonstrating a love of reading, providing interesting reading materials, and providing consistent support without coercion can help children be more motivated to read. For educational institutions, steps that can be taken include increasing the collection of books in the library, organizing literacy programs such as reading competitions or storytelling activities, and holding regular meetings with parents to discuss student development. For future researchers, it is recommended to explore other factors that affect reading discipline, such as the use of technology, the development of more efficient learning models, and conducting long-term research to monitor students' progress over time. By implementing these recommendations, it is hoped that the level of discipline of students in learning to read can increase, so that they can develop better reading skills and be ready to face learning challenges in the future.

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