



The Influence of Parenting Styles on Study Discipline

Annisya Rahma Simanullang^{1*}, Ali Daud Hasibuan²

^{1,2}State Islamic University of North Sumatra

annisarahmas@gmail.com

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Abstract

This research is a quantitative study of the correlational type. The study is motivated by issues related to parenting styles that are connected to children's (students') learning discipline, with parents being a micro factor influencing children's learning discipline. The author conducted research at Mts Negeri Barus to determine whether there is an effect of parenting styles on the learning discipline of seventh-grade students, with a total of 34 students. Thus, the population and sample of this study consist of 34 respondents, as the seventh grade is a phase where, in terms of emotional intelligence, students are better at managing their emotions and involve conscious control to regulate them. The results of the study indicate that children's learning discipline is good. From the correlation table above, it is known that the calculated r -value is $0.802 > 0.339$ and the sig. value is $0.000 < 0.05$, so it can be concluded that there is a positive and significant effect of parenting styles on the learning discipline of seventh-grade students at Mts Negeri Barus, with a perfect or large influence level. The data analysis technique used calculations of the mean, median, mode, and standard deviation with the help of SPSS 20.

Keywords: Parenting Styles, Student Learning Discipline, Pearson Product Moment

Abstrak

Penelitian ini merupakan penelitian kuantitatif dengan jenis korelasi. Penelitian ini dilatarbelakangi oleh permasalahan pola asuh orang tua yang berhubungan dengan disiplin belajar anak (siswa), dimana orang tua merupakan faktor mikro yang mempengaruhi disiplin belajar anak. Penulis melakukan penelitian di Mts Negeri Barus untuk mengetahui adakah pengaruh pola asuh orang tua terhadap disiplin belajar siswa di Kelas VII dengan jumlah 34 siswa. Sehingga populasi dan sampel penelitian ini berjumlah 34 responden yakni Kelas VII merupakan fase dimana dari segi kecerdasan emosional, mereka sudah lebih baik dalam mengatur emosinya dan melibatkan kontrol yang disadari untuk mengaturnya. Adapun hasil penelitian yang telah dilakukan dapat diketahui bahwa kedisiplinan anak dalam belajar adalah baik. Pada tabel korelasi di atas diketahui bahwa perolehan r hitung sebesar $0,802 > 0,339$ dan nilai sig. $0,000 < 0,05$, maka dapat disimpulkan bahwa terdapat pengaruh yang positif dan signifikan antara pola asuh orang tua terhadap disiplin belajar siswa kelas VII Mts Negeri Barus dengan tingkat pengaruh yang sempurna atau besar. Teknik analisis data menggunakan perhitungan mean, median, modus dan standar deviasi dengan bantuan SPSS 20.

Kata Kunci: Pola Asuh Orang Tua, Disiplin Belajar Siswa, Pearson Product Moment

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INTRODUCTION

In a school or madrasah environment, adolescents also engage in misbehaviour that can disrupt or harm themselves, their friends, and even the school or madrasah (Nasution & Hasibuan, 2024). Such misbehaviours include violating school discipline, disturbing classmates who are studying, fighting, damaging school facilities, smoking on school grounds, disobeying teachers, not completing assignments, and more. Other forms of juvenile delinquency include fighting, wandering around aimlessly, skipping school, leaving home without permission, driving without a license, taking items from parents or others without permission, watching pornographic videos, drinking alcohol, gang fighting, reckless driving or illegal racing, gambling, theft, and even murder (Samala, 2022).

The importance of discipline is also highlighted in Fiara (2019) by Mulyasa, who emphasizes that discipline in schools is necessary to educate students to meet established standards. This perspective explains that discipline is one of the main keys to achieving success (Fiara et al., 2019).

According to (Wahidin, 2023), discipline pertains to an individual's self-control regarding various rules. Discipline is a means to develop a well-ordered personality in performing tasks; it can also pertain to time management, carrying out activities, and more (Pratiwi, 2020). From the above explanation, it is clear that the purpose of study discipline is to enable students to control themselves, leading to a regular and disciplined approach to learning, which ultimately results in students who are self-reliant and professional.

The lack of discipline among students can be observed through their behaviour both inside and outside the classroom, within the school environment, and even at home. According to Santosa (Rafli, 2018), parents play a crucial role in a student's education, and their attitudes and attention help students understand themselves, thus enhancing their learning motivation. Additionally, proper parenting boosts students' self-confidence (Santosa, 2018).

Forms of discipline in school include dress code adherence, punctuality, studying discipline, and obeying school rules. Buchari Alma, as cited in Putra (Setiawan, 2020), states that schools have regulations and guidelines that students must follow, such as rules regarding behaviour both inside and outside the classroom (Putra, 2020).

However, in reality, the phenomenon of student indiscipline persists at MTs Negeri Barus, particularly in their inadequate discipline during the first school period. Not only are there violations during the learning process, but also outside of it, such as arriving late to school, untidy attire, and smoking, among others. Consequently, students who lack discipline find it challenging to grasp lesson materials and complete school tasks. This can lead to lower grades and diminished academic achievement. Moreover, undisciplined students are at a higher risk of engaging in various behavioural issues, such as truancy, which can endanger themselves and others around them.

Preventive efforts and interventions for undisciplined students need to be comprehensive and involve all stakeholders. Parents must provide early education and guidance to their children. They should also maintain good communication with the school to stay informed about their children's progress.

Similarly, Mts Negeri Barus, as one of the formal educational institutions, is inseparable from rules known as school discipline, which students are required to adhere to. School discipline regulates everything related to students, including study time discipline, attire, and etiquette among students themselves, especially with their teachers as parental figures at school.

A similar study conducted by L. Thompson (2021) in his journal emphasizes that study discipline focuses on behavioural changes resulting from experiences such as observation, reading, imitation, listening, and following instructions regarding one's obedience and compliance with rules (L. Thompson, 2021). Research (Sugiarto, 2019) indicates that extrinsic factors, originating from outside the individual such as family environment, can lead to a lack of study discipline in children. Another factor is strict teachers and the final factor contributing

to students' lack of study discipline is environmental influences, such as friends at home and the school environment (Sugiarto, 2019). Furthermore, research by Daheri, Juliana, Deriwanti & Amda emphasizes that students with good study discipline perform learning activities effectively, thus achieving learning goals successfully. Similar studies also suggest that parenting styles can aid students in learning, thereby enhancing educational outcomes (Sari, 2020).

In this study, the author's approach differs slightly from previous research by focusing more on the discipline applied by both parents, delving into child psychology and observing current trends among adolescents.

RESEARCH METHOD

This study employs a quantitative approach with a correlational nature. Correlational research examines the relationship between variables X and Y positively, assuming that better parenting styles lead to better student discipline, where variable X represents parenting styles and variable Y represents student discipline (Hasibuan, 2019). The population of this study consists of 7th-grade students at MTs Negeri Barus, with a sample size of 34 students or respondents. Quantitative research methods involve data processing using statistical tools, thus the data collected and results obtained are in numerical form (Sahir, 2021).

Data collection tools in this study used questionnaires. The questionnaires used were on parental parenting style and student discipline. The researcher referred to the study by Wulandari (2023) for the parental parenting style variable and the study by Rasyid (2022) for the student discipline variable, each comprising 30 statements. Both variables have undergone validity and reliability tests. The data analysis technique employed in this study used Pearson product-moment correlation to examine the relationship between parental parenting style and student discipline. The Pearson product-moment correlation test was conducted to determine the influence of variable X on variable Y (Hasibuan, 2019).

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RESULTS AND DISCUSSION

Based on the normality test results, it is known that the values in Kolmogorov-Smirnov show a significance of 0.200 for the parenting style variable and 0.200 for the learning discipline variable. Because the significance values are greater than 0.05 ($0.200 > 0.05$ for both), it can be stated that the parenting style and learning discipline data are normally distributed.

From the correlation test results, it is found that $N = 34$, therefore the critical value of r at a significance level of 5% or 0.05 is 0.339. As known, data are considered correlated if the calculated r (r hitung) $>$ the critical r (r table) and the p -value (sig.) $<$ 0.05. In this correlation analysis, it is observed that the calculated correlation coefficient (r hitung) is 0.802, which is greater than 0.339, and the p -value (sig.) is 0.000, which is less than 0.05. Therefore, it can be concluded that there is a significant and positive influence of parental parenting style on student discipline in Grade VII of MTs Negeri Barus with a strong or large effect size. Hence, there is a significant and positive influence of parental parenting style on student discipline in Grade VII of MTs Negeri Barus Academic Year 2023/2024.

Based on the research findings conducted in Grade VII of MTs Negeri Barus, it can be concluded that there is an influence of parental parenting style on student discipline. Students who exhibit low academic discipline also tend to have parents with low parental parenting styles, and vice versa. This demonstrates the significant impact of parental parenting styles on student discipline outcomes. This finding is supported by the analysis showing a relationship between parental parenting styles and student discipline, tested using SPSS.

There are several factors contributing to a lack of discipline in children, which can be categorized into two factors, as follows: (Anzalena, 2019).

Internal Factors

Internal factors originate from within the students themselves. For example, it could be the student's desire to behave in an undisciplined manner at school without considering its consequences for others or themselves. It could also stem from a lack of understanding regarding the rules that should be followed, resulting in disciplinary issues (Wahyono, 2012). Some students may trivialize undisciplined behaviour or perceive it as insignificant, thereby lacking the motivation to improve. However, internal factors like these are challenging to ascertain definitively as they require deeper observation and daily monitoring of the student (Muslimah, 2020).

External Factors

Economic needs can also contribute to students exhibiting undisciplined behaviour. For instance, a student may not properly wear their uniform because it no longer fits or is too small, and their parents may not have the financial means to buy a new one, which affects the student's appearance (Santosa & Lustyantje, 2018). Compliance with school rules can be influenced by various internal and external factors. Indicators of the causes of student undisciplined behaviour can be observed through the discipline character indicators in adhering to school regulations (Rahayu & Muhajang, 2021).

Based on parenting styles, parents can instil discipline in children, whether they are studying at school, outside school, or at home. Each family applies different parenting approaches, categorized broadly by Hurlock in Firdausi & Ulfa (2022) into three types:

Authoritarian

Parenting is characterized by parents enforcing their will on their children, closely controlling their behaviour, administering physical punishment if the child does not comply with parental wishes, and regulating many aspects of the child's desires.

Authoritative

Parenting (Democratic) This parenting approach uses a rational and democratic method. Parents pay close attention to their children's needs and fulfil them considering realistic interests and needs. Parents provide freedom with responsibility, allowing children to engage in activities and socialize with others.

Permissive

Parenting In this style of parenting, parents grant full freedom to their children. They tend to be lax, offering minimal guidance and control, and may seem less attentive. The child's self-regulation is largely relied upon.

This research is relevant to previous studies conducted by (Nieman, 2004).

"Discipline is about changing behaviour, not about punishing children. Discipline allows children to develop self-discipline, and helps them become emotionally and socially mature adults. There are many effective techniques that can help parents teach and guide their children"

Parental presence in the realm of discipline is about transforming behaviour for the better rather than punishing children. Discipline enables children to develop self-discipline and helps parents mature emotionally and socially by employing various guiding techniques.

In parenting, particularly in fostering learning for children, successful discipline necessitates clear and consistent rules, support, and acceptance rather than rejection of the child, as aligned with research (Grusec, 2017).

"Successful discipline requires the imposition of clear and consistent rules, autonomy support, perspective-taking, and acceptance rather than rejection of the child".

To instill discipline in children, according to (Carroll, 2022):

"Discipline is to help parents and educators understand these mistaken ideas that children may hold, and to use a variety of specific strategies to help children feel a sense of belonging, which is their root goal. For example, there are several main concepts which are emphasized, such as the use of encouragement (not praise), and the use of family and class meetings to solve problems in a democratic manner".

The discipline of students' learning can be identified by characteristics such as good attendance, paying attention during explanations, completing assigned tasks, utilizing leisure time effectively, asking peers about difficult lessons, having and sticking to their study schedule, using supportive learning materials, and completing homework. Based on the description above, cultivating and reinforcing learning discipline is aided by parental guidance at home. When students' discipline is well-established, it can become a defining character trait for them. This is crucial in daily life, where children are expected to exhibit disciplined learning habits.

Guidance and Counseling Programs (BK) have significant implications for parental caregiving regarding students' learning discipline. BK programs can help parents understand their child's development, including developmental tasks, emotional needs, and different learning styles. This understanding enables parents to provide more appropriate caregiving tailored to their child's needs. Additionally, BK programs assist parents in understanding their role in their child's education and how they can support their child's learning.

BK programs also help parents and children enhance their communication skills. This includes learning active listening, giving praise and encouragement, and resolving conflicts constructively. Effective communication between parents and children contributes to improving students' learning discipline. Furthermore, BK programs aid students in enhancing their learning skills by teaching them effective time management, reading comprehension, note-taking, completing assignments punctually, and preparing for exams.

CONCLUSION

Based on the results of the Pearson product-moment correlation test, with $N = 34$, the critical value of r at a significance level of 5% (0.05) is 0.339. It is known that data are considered correlated if the computed r (r_{hitung}) $>$ the critical r (r_{table}) and the significance value (p -value sig.) $<$ 0.05. From the correlation results, it is found that the computed r value is $0.802 >$ 0.339, and the significance value is $0.000 <$ 0.05. Therefore, it can be concluded that there is a positive influence of parental caregiving patterns on students' learning discipline in Grade VII of MTs Negeri Barus, with a strong or significant level of influence. Thus, there is a positive influence of parental caregiving patterns on students' learning discipline in Grade VII of MTs Negeri Barus for the Academic Year 2023/2024.

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