

## The Role of Family Education in Forming the Independent Character of Students in Elementary School

Rekno Handayani<sup>1\*</sup>, Imaniar Purbasari<sup>2</sup>, Deka Setiawan<sup>3</sup>, Farid Ahmadi<sup>4</sup>  
Ramadhani Putri Praswanti<sup>5</sup>

<sup>1,4,5</sup> Program Studi Pendidikan Dasar, Universitas Negeri Semarang, Indonesia

<sup>2,3</sup> Progam Studi Pendidikan Guru Sekolah Dasar, Universitas Muria Kudus, Indonesia

### ARTICLE INFO

#### Article history:

Received January 03, 2021

Revised January 10, 2021

Accepted April 22, 2021

Available online May 25, 2021

#### Kata Kunci:

Pendidikan Keluarga,  
Kemandirian Siswa

#### Keywords:

Family Education, Students'  
Independet Character



This is an open access article under the  
[CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2021 by Author. Published by  
Universitas Pendidikan Ganesha.

### ABSTRAK

Nilai karakter kemandirian siswa SD menjadi salah satu permasalahan yang dialami oleh siswa. Penanaman nilai karakter kemandirian tidak hanya menjadi tugas sekolah, namun peran keluarga juga diharapkan dapat membentuk karakter kemandirian. Tujuan dari penelitian ini ialah untuk menganalisa secara mendalam peran pendidikan keluarga dalam membentuk nilai karakter mandiri siswa kelas IV SD. Kemandirian menjadi sebuah nilai karakter yang harus tertanam pada diri siswa, sehingga kemandirian menjadi salah satu sikap yang diperlukan dalam pelaksanaan pembelajaran. Kualitatif deskriptif menjadi metode yang digunakan dalam melaksanakan penelitian. Informan yang dijadikan sebagai sumber data ialah meliputi orang tua, siswa kelas IV SD, dan juga guru kelas. Teknik yang digunakan dalam mengumpulkan data meliputi observasi, wawancara, dan dokumentasi. Analisis data yang digunakan yakni model interaktif Milles Huberman. Hasil penelitian menunjukkan pendidikan keluarga yang baik memiliki peranan positif terhadap pembentukan nilai karakter kemandirian siswa kelas IV SD. Hal tersebut terlihat adanya sikap mandiri yang ditunjukkan siswa baik di lingkungan keluarga maupun sekolah. Melalui pendidikan keluarga yang baik seperti pembiasaan yang mencerminkan kemandirian akan membentuk karakter siswa. Dampak positif dari penanaman nilai kemandirian yakni siswa mampu mengikuti proses belajar di sekolah secara maksimal. Manfaat yang dapat disampaikan dari hasil penelitian hendaknya bagi orang tua agar dapat menerapkan pendidikan keluarga yang tepat kepada anak usia SD, karena pendidikan tersebut akan memberikan dampak positif bagi anak.

### ABSTRACT

The character value of elementary school students' independence is one of the problems that becomes a problem for students. The formation of the character value for independence is not only a school task, but the role of the family is also expected to form a character of independence. The purpose of this study was to analyze in depth the role of family education in shaping the independent character values syudents of class IV elementary school. Independence becomes a character value that must be embedded in students, so that independence becomes one of the attitudes needed in the implementation of learning. Descriptive qualitative is the method used in conducting research. The informants used as data sources included parents, students of class IV elementary school, and also class teachers. The techniques used in collecting data include observation, interviews, and documentation. The data analysis used was Milles Huberman's interactive model. The results showed that good family education has a positive role in the formation of the character values for the independence students of class IV elementary school. This can be seen from the independent attitude shown by students both in the family and school environment. Through good family education such as habituation that reflects independence will shape student character. The positive impact of instilling the value of independence is that students are able to fully participate in the learning process at school. The benefits that can be conveyed from the results of the research should be for parents to be able to apply proper family education to elementary school age children, because this education will have a positive impact on children.

### 1. INTRODUCTION

The implementation of education is expected to shape students' attitudes, knowledge and skills (Asfiati & Mahdi, 2020; Sobron et al., 2019). SD education environment is an important means of preparing students with excellent potential (Prasetyo, 2017). Education does not only prepare from a positive perspective, but rather the formation of attitudes becomes an important object to emphasize. Good education is education that is able to shape student character (Leyla & Komila, 2021; Messi & Harapan, 2017). Elementary school age is an important stage in shaping student character, because

\*Corresponding author.

E-mail addresses: [handayanirekno@students.unnes.ac.id](mailto:handayanirekno@students.unnes.ac.id) (Rekno Handayani)

students are in a period of dynamic development (Kurniawati et al., 2019; Utaminingsih, 2020). Given the importance of character education for elementary age students, the role of all parties is needed in preparing students with character. School is the second environment after family, school is a means of shaping, fostering, and preparing students in an effort to educate the nation's life, so that the school environment, especially the learning environment in elementary schools, becomes an important part in shaping student attitudes and character. However, efforts to form the character of elementary school students do not necessarily run smoothly because of situations and conditions that sometime become obstacles for both students, schools and the community (Maryono et al., 2018; Rahmayani, 2019).

One of the important character values for elementary students to have is an independent attitude (Makhmudah, 2018; Utami et al., 2019). Independent attitude is a character value that must be applied to elementary school students, because there is an independent attitude, students will have good behavior (Cahyani, 2020; Sari & Sari, 2019). Elementary school age students should have a behavior that reflects independence both in learning activities or daily activities, so that the value of independence is important for character education efforts for elementary age students. One of the character values in an effort to shape the personality of elementary school students is the cultivation of the character value of independence (Makhmudah, 2018; Maryono et al., 2018). The importance of independence can be seen clearly, because the value of independence is one part of the value of character education that can be applied to elementary school students, so that independence must be instilled in elementary students properly and optimally. The formation of the personality of children of age is the responsibility of all parties, so that one of the important character values to emphasize in elementary school age students is the character of independence (Kurniawati et al., 2019; Utaminingsih, 2020).

A creative person with regard to student independence (Tasaik & Tuasikal, 2018). independence has an important position that can affect student life, especially elementary school age (Adnyana & Citrawathi, 2017; Rahmayani, 2019). In accordance with this opinion, it is emphasized that one of the characters that can influence the lives of elementary school age students is the value of independence. independence is considered influencing because with students being able to show independent attitudes both at home and in the school environment, students have a good reflection of personality (Maskuri, 2018; Sobri et al., 2019). According to this, Ki Hajar Dewantara emphasized that there are three education systems or commonly in the three education centers which means family education, school education, and education in the community. Family is the main and first environment for a child's education (Amin, 2018; Roksa & Kinsley, 2019). The role of the family is very important in shaping the personality of elementary age students, because students will spend the most time with family (Rahmatullah, 2017; Thontowi & Dardiri, 2019). A family that is able to bring character education to students is a family that can instill moral values in their children. Here the pattern of harmony in the family is sufficient to determine the formation of student personality, especially the formation of the character value of independence.

Problems that often arise in the family environment include the negligence of parents in educating their children. Various factors can influence family education, from social status, occupation, community environment, and culture (Gobena, 2018; Kucukkaragoz, 2020). The negligence that often occurs in family education is that parents tend to think that when the child is at school there is no need for family education. This problem often occurs due to the busyness and low knowledge of parents in educating their children, especially elementary school students. Elementary school age is an important period to form a character of independence. The family environment is a manifestation of the formation of character values that are used to equip students in society, so it is important to instill character in elementary school students, especially the value of independence. Success in family education will involve the role of parents as a whole, because the education instilled by parents will have a long-term impact that leads to the maturity of early childhood character (Gobena, 2018; Kamar et al., 2020). Leading to this opinion, namely to instill character values, especially independence, which can be through a family learning environment (Pasuhuk, 2018; Sutika, 2017). The family is the main informal learning environment in shaping children's attitudes and character. family background certainly affects the socialization patterns of elementary school age children. Of course, the role of parents is inseparable from the variety of parenting styles that are usually applied according to the characteristics of each family. Parenting is an interaction given by parents to children to form attitudes and knowledge of children, especially elementary school children. Supported by (Persada & Eko, 2017) that the involvement of parents in providing education for children is an important thing to emphasize in an effort to develop academic and non-academic potential in elementary age students.

The positive role of the family is certainly an important part of shaping students' attitudes and knowledge (Laksono et al., 2020; Sandowil et al., 2021). Parents are expected to position themselves so that they will be able to provide good family education to children at elementary school age (Rafikayati & Jauhari, 2018; Yulianingsih et al., 2020). Elementary school age children where vulnerable to be the

negative impact of unfavorable community environment. here the family will act as a protection function or protection for their children so that the good role of family or good family education is able to have a positive impact on the formation of character values in students, especially the value of independence. Independence must indeed have to be formed at an early age or elementary school period, where the family environment plays an important role in fostering or forming an independent character, through habits and rules that are cooperative with children, so that here it will familiarize SD children to master the character of independence. in line with this, education in the family will teach good character to children in order for children's character to have character so that a complete personality is formed (Handayani et al., 2020).

The research findings support that the role of extended families in the character messages of elementary school children is as follows. First research shows that parenting and family patterns that emphasize discipline in elementary school age children will foster the character values possessed by children (Puspitasari et al., 2013). The research carried out involved 125 children and mothers with a cross sectional study design. From these research studies, there are several differences that stand out from the research to be carried out. The first difference in the study is more than ordering, and ordering the disciplinary character which is based on parenting styles. While this research will describe how the role of the family in ordering independence to elementary age students. In addition, the differences determined in this study also describe how independence is shown by students in the school environment and in the family environment, so that some of these differences become one of the bases for conducting this research. In accordance with these findings, it appears that the family plays a role in children, so that here a harmonious family is needed in the message of the child's character.

A second research study shows that family care is related to the formation of disciplinary character in grade IV SDN Gunung Tugel Sukoharjo Wonosobo (Safitri et al., 2020). The research illustrates that democratic parenting can shape a child's discipline. The difference between this research and this research is that it lies in the focus of the study which describes the discipline of children who are influenced by their parents. Meanwhile, this research emphasizes more independent learning. In addition, this study also focuses on democratic parenting provided by parents. However, this research focuses on the role of the family, so that the existence of this research study also becomes the basis and support for the implementation of this research. From the two research findings, it can be concluded that a good family will be able to form character values that can be instilled in elementary school aged students. This finding can be said to be an objective finding because at elementary school age students or children will spend their time in the family environment, so that social processes can be used as a medium for implementing good family education for elementary school aged students.

In accordance with the observations that have been carried out in grade IV of elementary school, students tend to have different character values and independence. From these observations, students stated that they received education provided by different parents. Family education which is applied by the parents of grade IV students is the object of research in this study. In accordance with the descriptions and relevant research studies, this study aims to find out more about the role of family education given by parents to fourth grade elementary school students in shaping the values of independence. the research objectives are important to carry out and become the basis for conducting research. The existence of this research objective, the researcher will get an overview of the results of the research found, so that here it has an impact on the character of elementary school aged students. In addition, the research findings will also be useful for family groups who will provide the best assistance for their children. For this reason, this study was conducted to obtain objective data findings.

## 2. METHOD

This research was conducted in class IV SD 1 Gulang, Mejobo District, Kudus Regency. This type of research uses descriptive qualitative research (Bogdan & Biklen, 1982; Sugiyono, 2018). Grade IV students, parents, and classroom teachers were the main informants in data collection. The number of informants consisted of 4 parents and 4 students who were considered to represent the number of classes. Data collection techniques used include observation, interviews, and observations. Parents of students are the main informants as the main source of research data, because parents are families who provide assistance to children. The interview used is a type of in-depth interview, where the researcher will dig up as much information as possible in accordance with the research situation. Meanwhile, for data analysis using the Milles Huberman model with the stages of data collection, data reduction, data presentation, verification, and drawing conclusions (Milles & Huberman, 1992). The data collection process begins with the data collection stage by means of researchers conducting observations and interviews. After the data is collected, data reduction is carried out so that the data submitted is easy to

understand. Next is the stage of presenting the data. The collected data is presented interactively until the data becomes saturated, after the data is presented, the final stage is verification and the conclusion stage. The measure used in determining the success of a study is to use the independent value indicator, so that the research results can be objective.

### 3. RESULT AND DISCUSSION

#### Result

As an endeavor to form a civilized human being, it is hoped that not only in terms of knowledge will be provided by the elementary school environment. The function of the elementary education environment is to form and construct academic and non-academic knowledge of early childhood students. In addition, the educational environment is also a place for socialization for children. a child or student will interact with the environment and peers in the formal education environment. But not only that, to form a complete generation requires a character that still fully adheres to the values that are believed to be the guidelines for society. The importance of cultivating character at elementary school age is urgently needed and addressed by all parties. In the era of globalization, a complete character is needed to respond to the negative effects of globalization, so that character building in elementary students is important. The results showed that the family has an optimal role in shaping the character values for the independence of fourth grade students. This is indicated by a positive attitude and character that reflects the independence shown by students who become research informants. The character of independence that students have is shown by their attitude in the family environment which shows the points of independent attitude. In addition, it has an impact on the positive situation of students which is shown in activities in the school environment, where students have an independent attitude in learning and are able to follow learning well. As for the independent attitude items shown by the students, the results showed that family life is a community that has a significant influence. The influence shown by the family is indicated by the cultivation of character or positive family education.

The method used by the family is through habituation and giving advice to children. This is considered to have a positive role in shaping the character of independence. habituation of activities in the home environment is the basis for the formation of independence because positive habituation will have an impact on positive attitudes and behavior of children or students. The existence of this shows the importance of the family in providing assistance to children, so that the findings of this study illustrate that the independence of a child can be formed from the family environment. In addition to the elementary education environment, to shape the character of students, it can be reached through the family environment. Family is the first learning environment for elementary age students. The role of the family determines character and character as an effort to shape personality. As the first environment for children, the family has its function as primary education from all aspects that become provisions for elementary school age children or students. One of the important character values for elementary school students to have is independence. independence is where the attitude of students is able to move in a disciplined and orderly manner and be carried out independently. Independence is one of the values to strengthen character education. (Ahmadi et al., 2017) character education is an effort to form the attitude of the younger generation to face the 21st century.

Independence is also able to form positive attitudes of students in learning activities in the school environment. Children will be able to learn well and even have an attitude of independent learning through the cultivation of character education by the family environment. Good learning activities must be able to be carried out with character ethics in students, so that learning does not only fulfill academic aspects but also needs character aspects. Independence is one of the fundamental internal factors by a person, because independence becomes a bridge to escape the dependence of others (Husna, 2017; Makhmudah, 2018). Furthermore, independence is an important component of the personality of an individual, someone who has good independence tends to be able to face problems (Cahyani, 2020; Tasaik & Tuasikal, 2018). Family plays a role as education that affects the attitudes and personality of students, so that the family here can be interpreted as family education for elementary age students (Feronika & Sihotang, 2016; Yulianingsih et al., 2020). Family education is the role of the family in providing socialization and giving the value of life to children in seeking personality formation. Family education is assistance provided by parents to their children by paying attention to the values instilled in the child. Family education provided by fourth grade students of SD 1 Gulang provides a role for the formation of students' attitudes and personalities. The importance of education in the family is considered to be a central role, because in the family environment a child learns the values and social ethics that exist in society. Here, the family can prove its role in the form of providing protection and education in preparing ethical students.



Families in providing education to a child have their own characteristics. Various factors can influence families in providing assistance and care to children, especially elementary school age. Starting from culture, economic conditions, community environment, education, and internal aspects of parents. culture and habits that exist in a particular society will certainly influence the attitudes given by the family to their children, because they will be adjusted to the cultural conditions of the community. In addition, family educational background also affects the mindset of parents. Parents' mindset is an important thing in an effort to provide education to children at elementary school age. Families with higher educational backgrounds and without, will have an effect on providing family education to children or students. Parents' knowledge is very important because it is a family provision in understanding the child's condition. In accordance with this explanation, it can be emphasized and concluded that family education has a role in shaping the character of independence for grade IV SD 1 Gulang students. The research findings are emphasized and can be said as objective research findings because the family is the first and foremost environment for children to learn. The positive impact of family education for SD 1 Gulang students is that there are points of attitude that reflect a virtuous character. The success of family education is determined by the role of parents to children at elementary school age (Kamar et al., 2020; McKenzie et al., 2020). In addition, the positive effect can be seen from the activities of students who have an independent attitude in learning, socializing at school, and following learning well. This shows that there is a synergy between family education and school education that can run in harmony. Research a democratic family can have an influence on the learning outcomes of elementary school students. It is hoped that there will be cooperation between parents and schools in trying to establish academic and non-academic aspects of elementary students (Setiawan, 2020).

#### 4. CONCLUSION

The results showed that family education has a positive impact and plays a role in the formation of the value of independence embedded in the fourth grade students of SD 1 Gulang. Family education is provided by providing advice, motivation, and role models by parents. Assistance that pays attention to students is one of the determinants of character building independence. Families often pay attention to the patterns and patterns of students' daily learning, so that students have routine activities in shaping the character of independence. The value of the independence character of fourth grade elementary school students is indicated by the presence of attitudes and actions that reflect an independent attitude in the family environment. In addition, it also has an impact on learning patterns so that students can learn independently and can follow learning well. Thus it can be concluded objectively that family education can provide an optimal influence in shaping the independent value of elementary school aged students.

#### 5. REFERENCES

- Adnyana, P. B., & Citrawathi, D. M. (2017). Model Pendidikan Karakter Berbasis Tri Kaya Parisudha Terintegrasi dalam Pembelajaran di Sekolah Dasar. *Seminar Nasional Riset Inovatif*, 5, 862–868.
- Ahmadi, F., Witanto, Y., & Ratnaningrum, I. (2017). Pengembangan Media Edukasi “Multimedia Indonesian Culture” (Mic) Sebagai Penguatan Pendidikan Karakter Siswa Sekolah Dasar. *Jurnal Penelitian Pendidikan*, 34(2), 127–136. <https://doi.org/10.15294/jpp.v34i2.12368>.
- Amin, A. (2018). Sinergisitas Pendidikan Keluarga, Sekolah Dan Masyarakat; Analisis Tripusat Pendidikan. *At-Ta'lim: Media Informasi Pendidikan Islam*, 16(1), 106–125. <https://doi.org/10.29300/attalim.v16i1.824>.
- Asfiati, A., & Mahdi, N. I. (2020). Merdeka Belajar bagi Anak Kebutuhan Khusus di SLB Kumala Indah Padangsidempuan. *KINDERGARTEN: Journal of Islamic Early Childhood Education*, 3(1), 59. <https://doi.org/10.24014/kjiece.v3i1.9620>.
- Bogdan, R. C., & Biklen, S. K. (1982). *Qualitative research for education: An introduction to theory and methods*. Allyn and Bacon Inc.
- Cahyani, R. P. (2020). Pembentukan Karakter Mandiri Melalui Pembelajaran Tematik di SDN Kebondalem Mojosari. *Didaktis: Jurnal Pendidikan Dan Ilmu Pengetahuan*, 20(3). <https://doi.org/10.30651/didaktis.v20i3.4789>.
- Feronika, J., & Sihotang, H. (2016). Kepemimpinan Kepala Sekolah, Pendidikan Karakter, Pendidikan Keluarga, Budaya Sekolah, Dan Kepemimpinan Guru (Studi Kualitatif Pengelolaan Konflik Antar Siswa Di Sd St. Caroline). *Jurnal Manajemen Pendidikan*, 5(2), 283–298.
- Gobena, G. A. (2018). Family Socio-economic Status Effect on Students' Academic Achievement at College of Education and Behavioral Sciences, Haramaya University, Eastern Ethiopia. *Journal of Teacher Education and Educators*, 7(3), 207–222.

- <https://dergipark.org.tr/en/pub/jtee/issue/43443/530195>.
- Handayani, R., Purbasari, I., & Setiawan, D. (2020). Tipe-tipe Pola Asuh Dalam Pendidikan Keluarga. *Refleksi Edukatika: Jurnal Ilmiah Kependidikan*, 11(1), 17–23. <https://doi.org/https://doi.org/10.24176/re.v11i1.4223>.
- Husna, L. (2017). Pendidikan Karakter Mandiri pada Siswa Kelas IV SD Unggulan Aisyiyah Bantul. *Jurnal Pendidikan Guru Sekolah Dasar*, 6(10), 964–974.
- Kamar, K., Asbari, M., Purwanto, A., Nurhayati, W., & Sudiyono, R. N. (2020). *Membangun Karakter Siswa Sekolah Dasar Melalui Praktik Pola Asuh Orang Tua berdasarkan Genetik Personality*. 6(1), 75–86.
- Kucukkaragoz, H. (2020). Family Environment and Emotional Quotient in Primary School 3rd Grade Students. *Cypriot Journal of Educational Sciences*, 15(2), 336–348. <https://eric.ed.gov/?id=EJ1252658>.
- Kurniawati, T., Setyosari, P., & Kuswandi, D. (2019). Strategi Pembelajaran Nilai Karakter Mandiri Berbantuan Video Animasi Pembelajaran untuk PAUD. *JINOTEP (Jurnal Inovasi Dan Teknologi Pembelajaran): Kajian Dan Riset Dalam Teknologi Pembelajaran*, 6(1), 30–38. <https://doi.org/10.17977/um031v6i12019p030>.
- Laksono, B. A., Azizah, E. N., Lintiana, L., & Lutfiana, F. (2020). Bimbingan Teknis Penyelenggaraan Pendidikan Keluarga Kabupaten Ngawi. *IJCE (Indonesian Journal of Community Engagement)*, 1(1), 7–12. <http://ejournal.stkipmodernngawi.ac.id/index.php/ijce/article/view/84>.
- Leyla, K., & Komila, M. (2021). Communicative competence and ways to reach it in teaching foreign languages. *Annals of the Romanian Society for Cell Biology*, 25(1), 7098–7109. <https://www.annalsofscb.ro/index.php/journal/article/view/880>.
- Makhmudah, S. (2018). Analisis literasi matematika terhadap kemampuan berpikir kritis matematika dan pendidikan karakter mandiri. *PRISMA, Prosiding Seminar Nasional Nasional Matematika*, 318–325. <https://journal.unnes.ac.id/sju/index.php/prisma/article/view/20125>.
- Maryono, M., Budiono, H., & Okha, R. (2018). Implementasi Pendidikan Karakter Mandiri Di Sekolah Dasar. *Jurnal Gentala Pendidikan Dasar*, 3(1), 20–38. <https://doi.org/10.22437/gentala.v3i1.6750>.
- Maskuri. (2018). Pendidikan Karakter Disiplin Di Lingkungan Sekolah. *Jurnal Tawadhu*, 2(1), 340–363. <https://ejournal.iaig.ac.id/index.php/TWD/article/view/3>.
- McKenzie, J., Shanda, N., & Aldersey, H. M. (2020). Family-teacher partnerships: families' and teachers' experiences of working together to support learners with disabilities in South Africa. *British Journal of Special Education*. <https://doi.org/https://doi.org/10.1111/1467-8578.12337>.
- Messi, M., & Harapan, E. (2017). Menanamkan Nilai Nilai Kejujuran Di Dalam Kegiatan Madrasah Berasrama (Boarding School). *JMKSP (Jurnal Manajemen, Kepemimpinan, Dan Supervisi Pendidikan)*, 2(2), 278–290. <https://doi.org/10.31851/jmksp.v2i2.1476>.
- Milles, M. B., & Huberman, A. M. (1992). *Analisis Data Kualitatif* (T. R. Rohidi & Mulyarto (eds.)). Universitas Indonesia Press.
- Pasuhuk, N. D. (2018). Pendidikan Keluarga Yang Efektif. *KURIOS (Jurnal Teologi Dan Pendidikan Agama Kristen)*, 2(1), 70–81. <https://doi.org/10.30995/kur.v2i1.23>.
- Persada, N. M., & Eko Pramono, Suwito, M. (2017). Pelibatan Orang Tua pada Pendidikan Anak di SD Sains Islam Al Farabi Sumber Cirebon. *Journal Educatonal Management*, 6(2), 100–108.
- Prasetyo, S. (2017). Pengembangan Media Pembelajaran Ipa Berbasis Android Untuk Siswa SD/MI. *JMIE (Journal of Madrasah Ibtidaiyah Education)*, 1(1), 122–141. <https://doi.org/10.32934/jmie.v1i1.29>.
- Puspitasari, R., Hastuti, D., & Herawati, T. (2013). Pengaruh Pola Asuh Disiplin dan Pola Asuh Spiritual Terhadap Karakter Anak Usia Sekolah Dasar. *Jurnal Pendidikan Karakter*, 2(2), 208–218.
- Rafikayati, A., & Jauhari, M. N. (2018). Keterlibatan Orangtua dalam Penanganan Anak Berkebutuhan Khusus. *Jurnal Abadimas Adi Buana*, 2(1), 55–64. <https://doi.org/10.36456/abadimas.v2.i1.a1636>.
- Rahmatullah, A. S. (2017). Pendidikan Keluarga Seimbang yang Melekat Sebagai Basis yang Mencerahkan Anak di Era Digital. *Cendekia: Jurnal Kependidikan Dan Kemasyarakatan*, 15(2), 211–224. <https://doi.org/10.21154/cendekia.v15i2.1144>.
- Rahmayani, F. (2019). Hubungan Karakter Mandiri Siswa Dalam Belajar Dengan Hasil Belajar Siswa. *Jurnal Pendidikan Edutama*, 6(2), 87–94. <https://doi.org/10.30734/jpe.v6i2.510>.
- Roksa, J., & Kinsley, P. (2019). The role of family support in facilitating academic success of low-income students. *Research in Higher Education*, 60(4), 415–436. <https://doi.org/10.1007/s11162-018-9517-z>.
- Safitri, Y. A., Baedowi, S., & Sari Setianingsih, E. (2020). Pola Asuh Orang Tua di Era Digital Berpengaruh Dalam Membentuk Karakter Kedisiplinan Belajar Siswa Kelas IV. *MIMBAR PGSD Undiksha*, 8(3), 508–514.

- Sandowil, O., Yusuf, A. M., & Nirwana, H. (2021). Penerapan Pendidikan Karakter Melalui Pendidikan Keluarga Dalam Pendidikan Nasional. *Jurnal Pendidikan Tambusai*, 5(2), 3940–3943. <https://doi.org/10.31004/jptam.v5i2.1498>.
- Sari, A., & Sari, P. (2019). Penerapan Model GI dalam Pembelajaran Matematika untuk Membina Karakter Mandiri dan Komunikatif. *EDU-MAT: Jurnal Pendidikan Matematika*, 6(1). <https://doi.org/10.20527/edumat.v6i1.5123>.
- Setiawan, D. P. R. (2020). Correlation of Authoritative Parenting Style and Discipline of Study Toward Students' Mathematics Knowledge Competence. *International Journal of Elementary Education*, 4(3), 346. <https://doi.org/10.23887/ijee.v4i3.25972>.
- Sobri, M., Nursaptini, Widodo, A., & Sutisna, D. (2019). Pembentukan karakter disiplin siswa melalui kultur sekolah. *Harmoni Sosial: Jurnal Pendidikan IPS*, 6(1), 61–71. <https://doi.org/10.21831/hsjpi.v6i1.26912>.
- Sobron, A., Bayu, B., Rani, R., & Meidawati, M. (2019). Pengaruh Daring Learning terhadap Hasil Belajar IPA Siswa Sekolah Dasar Sobron. *Seminar Nasional Sains Dan Enterpreneurship VI Tahun 2019*. <https://doi.org/10.31004/basicedu.v4i2.332>.
- Sugiyono. (2018). *Metode Peneiltian Kuantitatif, Kualitatif dan R&D*. Alfabeta Bandung.
- Sutika, I. M. (2017). Implementasi Pendidikan Keluarga Dalam Menanamkan Nilai-Nilai Moral Anak (Studi di Taman Penitipan Anak Werdhi Kumara I Panjer Kecamatan Denpasar Selatan). *Widya Accarya*, 7(1). <https://doi.org/10.46650/wa.7.1.435.%25p>.
- Tasaik, H. L., & Tuasikal, P. (2018). Peran Guru Dalam Meningkatkan Kemandirian Belajar Peserta Didik Kelas V Sd Inpres Samberpasi. *Metodik Didaktik*, 14(1), 45–55. <https://doi.org/10.17509/md.v14i1.11384>.
- Thontowi, Z. S., & Dardiri, A. (2019). Manajemen Pendidikan Keluarga: Perspektif Al-Quran Menjawab Urban Middle Class Milenial. *Edukasi Islami: Jurnal Pendidikan Islam*, 8(1), 159–170. <https://doi.org/10.30868/ei.v8i01.393>.
- Utami, I. R., Triwoelandari, R., & Nawawi, M. K. (2019). Pengaruh Modul Pembelajaran IPA Terintegrasi Nilai Agama Terhadap Pengembangan Karakter Mandiri Siswa. *Jurnal Pendidikan Dasar Nusantara*, 5(1), 58–71. <https://doi.org/10.29407/jpdn.v5i1.13036>.
- Utaminingsih, R. (2020). Implementasi Pendidikan Karakter Dalam Novel Ayah Karya Andrea Hirata Siswa Kelas VI SD Negeri 3 Mangkujayan Ponorogo Tahun Pelajaran 2016/2017. *Wahana Kreatifitas Pendidik (WKP)*, 3(3), 82–91. <https://www.ejurnalkotamadiun.org/index.php/WKP/article/view/578>.
- Yulianingsih, W., Suhanadji, S., Nugroho, R., & Mustakim, M. (2020). Keterlibatan Orangtua dalam Pendampingan Belajar Anak selama Masa Pandemi Covid-19. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 5(2), 1138–1150. <https://doi.org/10.31004/obsesi.v5i2.740>.