



Parenting and Disciplinary Behavior on Elementary School Student Learning Outcomes

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ABSTRAK

Penelitian ini dilatarbelakangi masih banyak siswa yang tidak disiplin dalam mematuhi tata tertib. Tujuan penelitian ini adalah untuk menganalisis pengaruh pola orangtua asuh terhadap hasil belajar siswa, untuk menganalisis pengaruh perilaku disiplin terhadap hasil belajar siswa, dan menganalisis pengaruh pola orangtua asuh dan perilaku disiplin terhadap hasil belajar siswa. Penelitian ini merupakan penelitian kuantitatif dengan jenis korelasional. Populasi dalam penelitian ini adalah seluruh siswa yang berjumlah 74 siswa. Sampel dalam penelitian ini menggunakan jumlah seluruh populasi. Metode pengumpulan data yang digunakan adalah angket dan dokumentasi. Instrumen pengumpulan data menggunakan lembar kuesioner. Teknik analisis data menggunakan uji validitas, reliabilitas, uji asumsi klasik, analisis regresi linier berganda, uji hipotesis dan koefisien determinasi. Hasil analisis data menunjukkan bahwa pertama, ada pengaruh pola asuh orang tua terhadap hasil belajar siswa. Kedua, secara parsial tidak ada pengaruh perilaku disiplin terhadap hasil belajar siswa. Ketiga, secara simultan terdapat pengaruh pola asuh orang tua, dan perilaku disiplin terhadap hasil belajar. Disimpulkan Pola asuh orang tua dan perilaku disiplin yang baik dapat meningkatkan hasil belajar siswa sekolah dasar.

ABSTRACT

This research is motivated by the fact that many students still need to be more disciplined in obeying the rules. This research aims to analyze the influence of parenting patterns on student learning outcomes, the influence of disciplinary behavior on student learning outcomes, and the influence of parental parenting and corrective behavior on student learning outcomes. This research is quantitative research with a correlational type. The population in this study was all students, totaling 74 students. The sample in this study used the entire population. The data collection methods used are questionnaires and documentation. The data collection instrument uses a questionnaire sheet. Data analysis techniques use validity, reliability, classical assumption tests, multiple linear regression analysis, hypothesis testing, and coefficient of determination. The results of data analysis show that, first, parental parenting influences student learning outcomes. Second, there is no influence of disciplinary behavior on student learning outcomes partially. Third, there is a simultaneous influence of parental parenting and corrective behavior on learning outcomes. It is concluded that good parenting and corrective behavior can improve the learning outcomes of elementary school students.

1. INTRODUCTION

The family is the first institution in life, a place of learning, the basis for forming children's behavior, character, morals and education. Parents have a role and responsibility in educating and guiding their children (Nuraeni & Lubis, 2022; Tabi'in, 2020). There are three types of parenting styles for children, namely democratic, permissive and authoritarian parenting. These three parenting styles have different characteristics. Different parenting styles will produce different attitudes and behavior (Dewantara, 2020; Safitri et al., 2020). Democratic parenting is a technique or way of educating and guiding children, where parents are open to the demands and opinions expressed by children, then discuss them together. (Birk et al., 2021; Hidayati et al., 2022). This pattern focuses more on the educational aspect than the punishment aspect, parents provide broad rules and explain the reasons for giving punishment and rewards. Democratic parenting is characterized by an accepting, responsive, child-oriented attitude accompanied by demands, control and restrictions (Ma et al., 2024; Nuraeni & Lubis, 2022; Safitri et al., 2020). Authoritarian parenting is characterized by a firm parental attitude in guiding, educating and implementing rules and discipline. Parents are pushy by always demanding children's

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obedience, so that they behave according to their parents' wishes, therefore there are various attitudes of parents who educate according to what they think is best (Klein et al., 2024; You & Bae, 2024). Permissive parenting provides complete freedom and children are allowed to make their own decisions regarding what steps to take, parents never control, direct and explain to children about what children should do (Hasanah & Sugito, 2020). Parents have a big role in guiding and educating their children. Parents' attitudes, behavior and habits are always seen, assessed and imitated by their children. The current reality is that soap operas which incessantly highlight student themes depicting delinquency, ethical violations, love themes are one of the causes of promiscuity among teenagers and children and to some extent influence student behavior (Obeldobel & Kerns, 2021). Regarding the "video game" phenomenon, many mothers complain that their children are addicted to video games. Video games are fun and can be addictive, making people willing to spend a lot of time, people become less productive, less social, not to mention some titles that can increase aggressiveness (Rahmawati & Atmojo, 2021; Yuniarni et al., 2019). Based on findings in the field, there are still many students at SDN 01 Kendalrejo who do not comply with existing regulations, such as not obeying the class picket schedule, doing homework at school, speaking impolitely to teachers, students often come late to school, fighting in class while lessons are in progress. Lack of discipline in studying. This results in low student learning outcomes. The factors that influence learning outcomes are very complex. There are several factors that influence student learning achievement, broadly divided into two types, namely: factors that originate from within the student and environmental factors. Internal factors are factors within oneself, which include: physical aspects such as: sense organs and physical health. Psychological factors include: intelligence, talent, interests, emotions, attitudes, attention, readiness, maturity, response, self-concept, and motivation. Environmental (external) factors, including family, are detailed in: parenting style, parental attention, integrity, parental education, economic status, school environment, community environment and natural environment.

This phenomenon shows that children's behavior is related to their family and environment. The family is the most important part of a child's social network, because the family is the first environment for the child and the first person to instill moral foundations and values (Hammersley et al., 2022; Zhang et al., 2024). The relationship between children and parents is a long and continuous relationship, so it is hoped that the relationship that arises will be a positive relationship so that the child will perceive the relationship positively too. Parents want their children to grow up to be healthy, happy, and socially mature individuals, but they are often unsure how to help achieve these goals (Zhang et al., 2024). The external environment of the family also influences the formation of children's behavior, the phenomenon of children's negative behavior is often found in society and at school, especially in the current era of globalization, a teacher is increasingly not noticed by students and children are increasingly daring to act (Khasanah & Fauziah, 2020). Another factor that influences learning outcomes is learning discipline. Disciplinary behavior requires certain efforts such as being routine, continuous, punctual, and carrying out orders well and morally (Ansel & Pawe, 2021). Previous research findings stated that learning discipline does not grow by itself, but there is help from educators, namely parents (Attakhidijah & Muhroji, 2022). Parents play an important role in fostering learning discipline by providing good examples to children and meeting children's needs (Elvira et al., 2019). If it is related to previous research on parenting patterns and parental discipline behavior, there has been no research that has developed learning outcomes from the three aspects, namely cognitive, affective and psychomotor. Therefore, this research will examine the influence of parenting styles and disciplinary behavior on student learning achievement from these three aspects. The purpose of this research is to analyze the influence of foster parent patterns on student learning outcomes, to analyze the influence of disciplinary behavior on student learning outcomes, and analyze the influence of foster parent patterns and disciplinary behavior on student learning outcomes.

2. METHODS

This research is quantitative research with a correlational type, namely research that uses a deductive approach starting from assumptions about the truth of a theory, experts' ideas, and previous researchers' findings based on experience. Correlation research is descriptive research or research where the researcher not only describes the variables, but also tests the nature of the relationship between these quantitative variables (Pradana et al., 2020). The variables in this research are Parenting Patterns (X1), Disciplinary Behavior (X2), and Learning Outcomes (Y). The population in this study were all students at SDN Kendalrejo 01, Talun District, Blitar Regency in the odd semester of the 2023/2024 academic year, totaling 74 students. The sample in this study used the entire population because the number was less than 100 (Amanda et al., 2019). The instruments used are questionnaires and documentation. The indicators for each variable are explained in Table 1.

Table 1. Research Variables and Indicators

Variable	Indicator	Instrument	Data source
Learning outcomes	<ul style="list-style-type: none"> Getting to Know the Symbol of Pancasila Principles on the State Emblem "Garuda Pancasila" Details the types of diversity of individual characteristics in schools Recognize the uniqueness of the Indonesian nation, such as diversity, natural riches, hospitality Explain the benefits of diversity of individual characteristics in everyday life. Examining the socio-cultural diversity of society Exploring the diversity of the community's economy 	Documentation	Teacher
Disciplined behavior	<ul style="list-style-type: none"> Observe and comply with school rules and regulations Study preparation Attention to learning activities Complete tasks on time 	a list of questions	student
parenting	<ul style="list-style-type: none"> Parents restrict children from socializing Parents give children the opportunity to take the initiative Parents are responsive to children's needs Parents explain the impact of positive and negative actions Parents give love and guide their children 	a list of questions	student

Data analysis uses statistical tests with valid instruments, meaning the measuring instruments used to obtain data (measure) are valid." In this research, to measure the level of validity of parenting patterns (X1) on learning outcomes (Y), disciplinary behavior (X2) on student learning outcomes (Y) using a rough product moment formula. Apart from using validity tests, this research also uses reliability tests. Reliability test using the Alpha Cronbach formula with the help of the SPSS computer program. Reliability test with Cronbach's Alpha formula. The normality test aims to test whether a regression model is normally distributed or not, namely the residuals of the dependent variable, independent variable or both. A good regression model is one where the data distribution is normal or close to normal. To find out this can be observed using the Normal P-Plot statistical test and the One sample Kolmogorov-Smirnov statistical test. The linearity test aims to find out whether the data we have conforms to a linear line or not (whether the relationship between the variables to be analyzed follows a straight line or not). The t test is used to determine the significance of the independent correlation coefficient. The F test is used to test the influence of all independent variables, namely parental parenting style (X1) and disciplinary behavior (X2) simultaneously on the dependent variable, namely learning outcomes (Y). The testing of this hypothesis calculation uses the help of the SPSS program. The results of the t-count hypothesis test can be seen in the Coefficient table, while the results of the F-count test can be seen in the ANOVA table. Where the two tables are the output of the results of multiple linear regression analysis.

3. RESULT AND DISCUSSION

Results

Data regarding parental parenting patterns was obtained from student questionnaires. In the questionnaire there are 10 statements, with a score of 1 to 4. The data obtained is presented in [Table 2](#). Based on [Table 2](#), the frequency distribution of parenting patterns for students contains 10 statements taken from 5 indicators. So it can be concluded that the majority of students at SDN Kendalrejo 01 who answered the questionnaire stating their parenting styles from numbers 1 - 10 were the answer choices which always had the highest percentage of the other answer choices. Data regarding disciplinary behavior was obtained from questionnaires to students. In the questionnaire there are 10 statements, with a score of 1 to 4. The data obtained is presented in [Table 3](#).

Table 2. Frequency Distribution of Parenting Patterns for Variable X1

NO.	Never		sometimes		often		always	
	F	%	F	%	F	%	F	%
1	7	9.46	9	12.16	26	35.14	32	43.24
2	0	0.00	7	9.46	29	39.18	38	51.35
3	23	31.08	12	16.22	27	36.49	12	16.22
4	1	1.35	12	16.22	25	33.78	36	48.65
5	4	5.41	17	22.97	35	47.30	18	24.32
6	0	0.00	6	8.11	15	20.77	53	71.62
7	4	5.41	4	5.41	22	29.73	44	59.46
8	7	9.46	20	27.03	18	24.32	29	39.19
9	4	5.41	13	17.57	9	12.16	48	64.8
10	7	9.46	17	22.97	25	33.78	25	33.78

Table 3. Frequency Distribution of Variable X2 Student Disciplinary Behavior

NO	Never		Sometimes		often		always	
	F	%	F	%	F	%	F	%
1	0	0.00	6	8.11	33	44.59	35	47.30
2	2	2.70	12	16.22	21	28.38	39	52.70
3	0	0.00	19	25.68	38	51.35	17	22.97
4	1	1.35	36	48.65	30	40.54	7	9.46
5	3	4.05	22	29.73	34	45.95	15	20.27
6	3	4.05	26	35.14	27	36.49	18	24.32
7	1	1.35	20	27.03	27	36.49	26	35.14
8	3	4.05	21	28.38	31	41.89	19	25.68
9	0	0.00	5	6.76	28	37.84	41	55.41
10	0	0.00	13	17.57	35	47.30	26	35.14

Based on [Table 3](#), the frequency distribution of students' disciplinary behavior at SDN Kendalrejo 01 contains 10 statements taken from 4 indicators. So it can be concluded that the answer to the parenting questionnaire statement number 11-20 is that the answer choice never gets the lowest percentage, and the other 3 answer choices have almost the same average. Data on student learning outcomes at SDN Kendalrejo 01 was obtained from the documentation method, namely the odd mid-semester assessment in Civics subjects. Learning Outcome Variables are presented in [Table 4](#).

Table 4. Frequency Distribution of Student Learning Outcomes Variable Y

Percentage	Category	Psychomotor		Cognitive		affective	
		F	%	F	%	F	%
89-100	Very good	21	28.38	18	24.32	14	18.92
77-88	Good	38	51.35	31	41.89	54	72.97
65-76	Fair	14	18.92	21	28.38	6	8.11
≤ 64	Need guidance	1	1.35	4	5.41	0	0.00

[Table 4](#) shows that there are three assessment elements that determine student learning outcomes, namely skills, knowledge and attitudes possessed by each individual. Based on the data obtained, the first assessment of students' skills in the very good category was 21 students (28.38%), good 38 students (51.35%), sufficient 14 students (18.92%), and needed guidance for 1 student (1, 35). %, the second assessment of student knowledge was in the very good category 18 students (24.3%), good 31 students (41.89%), sufficient 21 students (28.38%), and needed guidance 4 students (5.41 %).), the third assessment of student attitudes was in the very good category 14 students (18.92%), good 54 students (72.97%), sufficient 6 students (8.11%), and needed guidance 0 students (0.00%) . So it can be concluded that the majority of students at SDN Kendalrejo 01 even semester of the 2017/2018 academic year have good learning outcomes with the highest percentage of all categories. The validity test is used to determine the validity of the questionnaire in data collection. The validity test was carried out using the bivariate person correlation formula with the SPSS tool. Questionnaire items in the validity test are said to

be valid if the calculated r value $>$ r table at a significance value of 5%. On the other hand, an item is said to be invalid if the calculated r value $<$ r table at a significance value of 5%.

All questionnaire items on parenting styles and disciplinary behavior from question number 1 to question number 20 are valid. Because all the indicators in the table above have a calculated r value $>$ r table. Where the r table value of 0.229 was obtained from a sample size of 74 with a significance level of 5% and the smallest r count of the 20 questions was 0.230. So it can be concluded that all instruments are valid. The trust test is based on reliability test calculations with the help of the SPSS program for the variables of parenting patterns and disciplinary behavior. The results of the reliability test show that the reliability value of the parenting style questionnaire and disciplinary behavior obtained a Cronbach's Alpha value of 0.807 with $N = 74$ at a significance level of 5%, and an r table of 0.229 was obtained. Because the value $0.807 > 0.229$ means that the items in the questionnaire are said to be reliable or trustworthy as a data collection tool in research. The normality test or normal distribution is a way to find out whether data is normally distributed or not. In this research, P-Plots are used, the statistical test that can be used to test residual normality is the One sample Kolmogrov-Smirnov test. The normality test results show that there is a straight line and the points that follow the diagonal line are normal. The linearity test is to determine whether two variables have a significant or non-significant linear relationship by looking at the comparison of the significance value of linearity deviation with a significance value of 0.05. Two variables can be said to have a linear relationship if the significance value (deviation from linearity) is $>$ 0.05. The results of the linearity test can be seen in [Table 5](#).

Table 5. Linearity Test Results of Learning Outcomes and Parenting Patterns

			Sum of Squares	df	Means Square	F	sig.
Learning outcomes	Between Groups	(Combined)	2550.683	19	134.246	1.070	0.406
		Linearity	15.656	1	15.656	0.125	0.725
Parenting	In Groups	Deviation from Linearity	2535.027	18	140.835	1.122	0.358
		Total	6777.371	54	125.507		
			9328.054	73			

Based on [Table 6](#), the significance value for Deviation from Linearity is 0.358. Because the significant value is more than 0.05 ($0.358 > 0.05$), it can be concluded that there is a linear relationship between the learning outcome variables and parental parenting patterns, thus the assumption of linearity is met. The results of the linearity test of learning outcomes and disciplinary behavior are presented in [Table 6](#).

Table 6. Linearity Test Results of Learning Outcomes and Disciplinary Behavior

			Sum of Squares	df	Means Square	F	sig.
Learning outcomes	Between Groups	(Combined)	2815.771	17	165.634	1.424	0.160
		Linearity	353.214	1	353.214	3.037	0.087
Disciplined behavior	In Groups	Deviation from Linearity	2462.557	16	153.910	1.323	0.216
		Total	6512.283	56	116.291		
			9328.054	73			

Based on [Table 6](#), the significance value for Deviation from Linearity is 0.216. Because the significance value is more than 0.05 ($0.216 > 0.05$), it can be concluded that there is a linear relationship between the learning outcome variables and parental parenting patterns, thus the assumption of linearity is met. The t test is used to partially test the influence of variables X_1 and X_2 with degrees of freedom (df) nk or $74-3 = 71$ (n is the amount of data and k is the number of independent and dependent variables). So the t table result is 1.994. Based on the calculation results with the help of the SPSS program, the results were obtained in [Table 7](#). The value of t count (2.483) $>$ t table (1.994) and the significance level is $0.015 < 0.05$, so H_0 is rejected and H_1 is accepted. So the regression coefficient value of parental care (X_1) is significant or there is a significant influence on learning outcomes (Y). The value of t count (-2.354) $<$ t table (1.994) and the significance level is $0.021 < 0.05$, so H_0 is accepted and H_1 is rejected. So the regression coefficient value of disciplinary behavior (X_2) is not significant or has no significant effect on learning outcomes (Y). To test the influence of variables X_1 and X_2 to determine F table, use a 95% confidence level $\alpha = 5\%$, df 1 (number of variables-1) or $3-1 = 2$ df 2 ($nk-1$) or $74-2-1 = 71$ (n is the number of data

and k is the number of independent variables). The result obtained for F_{table} is 3.13. Based on SPSS calculations, the results are obtained in [Table 8](#).

Table 7. T-Test Results

Model		Unstandardized Coefficients		Standardized Coefficient	Q	sig.
		B	Std. Error	Beta		
1	(Constant)	81.854	5.483		14.929	0.000
	Parenting	0.417	0.168	0.323	2.483	0.015
	Disciplined behavior	-0.515	0.219	-0.307	-2.354	0.021

Table 8. F Test Results

Model		Sum of Squares	Df	Means Square	F	signature.
1	Regression	902.500	2	451.50	3.904	0.025
	Remainder	8207.135	71	115.593		
	Total	9109.635	73			

From the ANOVA [Table 8](#) shows F_{count} (3.904) > F_{table} (3.13) and the significance level is 0.025 < 0.05, so H_0 is rejected and H_1 is accepted. This means that there is a significant influence between parenting style (X1), disciplinary behavior (X2) and learning outcomes (Y) together. The coefficient of determination basically measures how much the model is able to explain the dependent variable. To find out whether an independent variable added to the model can experience an increase or decrease by looking at the Adjusted R Square value. By using the Static Product and Service Solutions (SPSS) program, the results are obtained in [Table 9](#).

Table 9. Coefficient of determination test (R²)

Model	R	R square	Adjusted R Square	Std. Estimation Error
1	0.315	0.099	0.074	10.751

Based on [Table 9](#) of the determination test (R^2), it can be seen that the Adjusted R Square value is 0.074 or 7.4%. So it can be concluded that variable Y is influenced by variables X1 and X2. The results of this research show that there is a significant influence of parenting patterns in the school as a whole on the learning outcomes of students at SDN Kendalrejo 01 in PPKn (Pancasila and Citizenship Education) subjects, then there is no significant influence of disciplinary behavior on student learning outcomes, but overall Simultaneously or together there is a significant influence, although only low, as proven simultaneously, the calculated F value is greater than F Table, so the F test Sig value is < 0.05 with the contribution value of variables X 1 and X 2 only 7.4% to variable Y.

Discussion

The results of this research show that there is a significant influence on the overall parenting style of parents at school on the learning outcomes of students at SDN Kendalrejo 01 in the PPKn (Pancasila and Citizenship Education) subject. Parenting patterns are interactions between parents and children in parenting activities. Parents are the main place for students to obtain education, the attitude and attention of parents will help students understand themselves so that it will help increase students' enthusiasm for learning ([Diah Fitasari et al., 2019](#)). Apart from that, proper parenting will increase students' self-confidence which will influence learning outcomes. Each parent has a different parenting pattern, with different parenting patterns will form different characters in each child ([Hisby & Kosasih, 2020](#); [Kuppens & Ceulemans, 2019](#)). This shows that parental care is considered to have a very important role in every learning process carried out by children. Parental encouragement and attention given through parenting can increase children's desire to learn and can support children to achieve high learning outcomes ([Monge et al., 2021](#)). On average, parents' parenting patterns during learning are good, but there are some parents' parenting patterns that are not good, which has an impact on student learning outcomes. This means that parenting styles have a close relationship with student learning outcomes during learning.

Second finding, there is no significant influence of disciplinary behavior on student learning outcomes, but simultaneously or together there is a significant influence, although only low. The disciplined attitude that students have will make students accustomed to and trained in taking action, so that students will obey the rules and always obey the teacher. Discipline allows students to control their

every action, so that students will be obedient and obedient to the rules that apply during teaching and learning activities (Ansel & Pawe, 2021; Elvira et al., 2019). Students have instilled a disciplined attitude both at home and outside the home so that students can achieve optimal learning outcomes (Attakhidijah & Muhroji, 2022; L. Thompson et al., 2020). This will create a habit or desire to learn, with good study habits it will have an impact on student learning outcomes. The relationship between parenting patterns and learning discipline on learning outcomes cannot be denied that differences in parental parenting patterns in accompanying children in learning will cause children's learning outcomes to be less than optimal. Parents who are disciplined in guiding their children when studying, then students will have good learning discipline. On the other hand, if parents do not pay attention to their children while they are studying because they are busy working, then their children's learning discipline will decrease. So, it will affect learning outcomes. This finding is strengthened by previous research findings stating that disciplined learning has an effect on learning achievement. Parental parenting style is very important in learning (Nuraeni & Lubis, 2022; Safitri et al., 2020; Tabi'in, 2020). These differences in research strengthen the opinions of experts regarding the various factors that influence the student learning process in schools, one expert and another put forward different formulations, depending on their respective emphasis. There are 3 factors that influence the process and outcomes of student learning at school, namely input factors (instrumental input), process and output (changes in behavior after the learning process). Based on the data obtained after carrying out several prerequisite tests for the regression test, all of them met the requirements but it turned out that the regression results rejected one of the hypotheses, it is possible that there are still more other factors that influence learning outcomes in Civics subjects for students at SDN Kendalrejo 01. The implication of this research is the role of people Parents in providing influence are very important to improve learning outcomes for students.

4. CONCLUSION

There is a significant influence of parental parenting on the learning outcomes of students at SDN Kendalrejo 01 even semester of the 2023/2023 academic year. There is no significant influence of disciplinary behavior on student learning outcomes at SDN Kendalrejo 01 even semester of the 2023/3024 academic year. There is a significant influence of parental parenting and disciplinary behavior on student learning outcomes at SDN Kendalrejo 01 even semester of the 2023/3024 academic year.

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