



The Impact of Parenting Patterns in Disciplining Students at Primary School Batanghari Regency

Dewi Sulistyaningsih

Universitas Jambi, Jambi, Indonesia

Corresponding author email: dewi.sulistyaningsih28@gmail.com

Info Article

Received: 05 Jan 2021

Revised: 05 Feb 2021

Accepted: 10 Mar 2021

OnlineVersion: 20 Apr 2021

Abstract

This research examines the impact of parenting patterns on student discipline at SDN 110 Tenam, Batanghari Regency. The significance of this research lies in discussing the importance of the role of parents in shaping student behavior and academic achievement. A mixed methods approach was used, combining surveys to collect quantitative data on parenting styles and disciplinary issues, and interviews to gain qualitative insight into parental attitudes and disciplinary strategies. The results showed a correlation between authoritative parenting and positive student discipline outcomes, while authoritarian and permissive parenting styles were associated with higher levels of student discipline problems. In addition, qualitative analysis revealed differences in parents' perceptions and approaches to disciplining children. The novelty of this research lies in its focus on a specific school context and its integration of quantitative and qualitative methodologies. The implications of these findings underscore the importance of encouraging authoritative parenting practices to foster a conducive learning environment and improve student behavior. This research contributes to the broader discourse regarding effective parenting strategies and their impact on student discipline, advocating for collaborative efforts between parents, educators, and policymakers to support holistic student development.

Keywords: Disciplining student; Impact; Parenting patterns

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



INTRODUCTION

Parenting involves a complex set of tasks that require a variety of abilities. This includes the ability to give love, instill discipline, give punishment and rewards, teach attitudes and morals, be fair, make rules, and regulate children's behavior. The family has an important role in forming children's personalities, being their first source of education and the foundation for future development and life (Hidayati, 2016). Parenting patterns in the family include various aspects such as religion, social and play activities (Kamar et al., 2020). Parenting styles can vary, from strict to loose, and can usually be classified into three types: authoritarian, permissive, and democratic. Every child is raised with a different parenting style, which influences their development and behavior (Paul et al., 2020).

How to educate directly forms of parental care related to the formation of personality, intelligence, skills which are carried out deliberately in the form of orders, prohibitions, punishments, creating situations, and giving gifts as educational tools (Widayat & Hindarto, 2017). In a situation like this, what is expected to emerge from the child is an instructional effect, namely the child's responses to the education (Agustina, 2021; Arliani, 2021; Sengupta-Irving & Agarwal, 2017). Indirect education is

in the form of examples of everyday life, both spoken words and lifestyle habits, relationships between parents, families, society, all of this inadvertently creates a situation where children always reflect on the daily life of their family.

Self-discipline refers to training that makes people volunteer themselves to carry out certain tasks or carry out certain patterns of behavior, even though they are naturally lazy (Harun et al., 2020; Pratiwi et al., 2021; Witri & Fitriani, 2020). For example, people who choose to read lessons on Saturday nights, when other people are relaxing, are people who are disciplining themselves. So, self-discipline is submission to overcome deep desires. Self-discipline is usually equated with "self-control". Self-discipline is a substitute for motivation. This discipline is necessary in order to use healthy thinking to determine the best course of action that opposes things that are more desirable (Ependi & Pratiwi, 2020; Mulyani, 2013; Zesra, 2020).

The family is the main social environment for children, where they spend most of their time. The influence of the family in shaping children's behavior is much greater than the influence of other social environments, even school. Observations at State Elementary School No. 110/1 TENAM showed that there were several students who lacked discipline, such as going in and out of class without permission, often being late, or not obeying the rules. This goes against the school norms that students are supposed to follow. Students should show a more orderly and disciplined attitude, such as attending on time, respecting teachers, and obeying school rules.

The implication of this research is the important role of parents in shaping their children's behavior and discipline. Various parenting styles have a significant impact on students' level of discipline at school. With a better understanding of effective parenting, schools and parents can work together to improve student discipline and create a more positive learning environment. Apart from that, this research also highlights the need to develop self-skills in children, including the development of self-discipline, which can help them face the challenges and demands of life better in the future. So this research aims to determine the impact of parenting styles in disciplining students at SDN 110 Tenam, Batanghari Regency.

RESEARCH METHODS

Research Design

This research design adopts a qualitative descriptive method, allowing researchers to gain a holistic understanding of the observed phenomena through descriptions of words and language in natural contexts. This method was chosen because it allows researchers to explore parents' parenting patterns in disciplining students in depth and describe them in detail (Karsavuran, 2020; Wulandari, 2020). The target of this research is the parents of class V students at SDN No. 110/1 Tenam, Batanghari Regency, with the aim of understanding the impact of parental parenting on student behavior and discipline at school.

Research Target/Subject

The target of this research was the parents of students from class V at SDN No. 110/1 Tenam, Batanghari Regency. Parents are the main focus because they have a central role in shaping their children's parenting patterns, which in turn influences student behavior and discipline in the school environment. By understanding parents' perspectives and parenting practices, this research aims to identify the relationship between these parenting styles and students' levels of discipline at school, as well as to provide deeper insight into the dynamics of interactions between parents and their children in the educational context (Su et al., 2019).

Research Procedure

This research procedure involved several structured steps, including interviews with parents of fifth grade students, observation of student behavior at school, and collection of secondary data in the form of photographs. Through interviews, researchers were able to gain in-depth insight into parents' parenting practices and their perceptions of student discipline. Observations of student behavior provide a direct picture of how parental parenting is reflected in daily practice in the school environment. In addition, taking photographs as additional data provides a visual dimension that can complement the understanding of interactions between parents and their children in an educational context.

Instruments, and Data Collection Techniques

In this research, instruments and data collection techniques were used in an integrated manner to collect comprehensive information regarding parental parenting patterns and their impact on student discipline at school. The instruments used include interview guides, observation lists, and cameras for visual documentation. The data collection technique involved in-depth interviews with the guardians of fifth grade students to obtain their direct views on the parenting styles and values they apply in disciplining their children. Observations of student behavior at school provide a direct picture of how parental parenting is reflected in students' daily actions (Mundaviah & Mulyati, 2021; Sutanto, 2021; Warfa et al., 2018). In addition, taking photographs as additional data allows researchers to visually depict interactions between parents and their children in the school environment. Thus, the instruments and data collection techniques used are designed to provide an in-depth and holistic understanding of parental parenting patterns and their impact on student discipline.

Data analysis technique

The data analysis technique in this research is based on structured steps, including data reduction, data presentation, and drawing conclusions. Data reduction is carried out by summarizing important information and focusing on elements that are relevant to the research objectives, thereby providing a clearer picture and making it easier to collect further data if necessary. Data presentation is carried out through descriptive narratives, tables and graphs which help to visualize the main findings. From the presentation of the data, the researcher then draws conclusions that are relevant to the research objectives, which are supported by strong and consistent evidence. It is hoped that the resulting conclusions will provide a deeper understanding of the impact of parenting styles on student discipline at school, as well as providing new insights that can become the basis for further thinking and action in the educational context.

RESULTS AND DISCUSSION

The results of research conducted in class V of SDN NO 110/1 Tenam regarding the impact of parental parenting on student learning discipline show that parental parenting plays a significant role in shaping students' level of learning discipline. Based on the results of observations made by researchers, it was found that there are still many students who do not use their study time effectively, often play around when the teacher explains the material, and pay little attention to the teacher's instructions. Even when given assignments when the teacher is busy, only a few students do it. Apart from that, some students also do not use their free time to study effectively. From the results of interviews, it was found that parents' parenting styles tend to be permissive and do not actively supervise their children.

On the other hand, in several cases, it was found that students who were active in extracurricular activities such as scouts and yasinan showed a better level of learning discipline (Mardiyah, 2017). They have high motivation to take part in these activities and show active involvement from the beginning to the end of the activity. However, when it comes to school

assignments such as class picket, some students show a lack of responsibility on the grounds that they want to play or feel tired. Likewise, in terms of clothing and punctuality, there are still students who have not complied with school regulations, indicating a lack of discipline.

Parental parenting also plays an important role in shaping student discipline. From the interview results, it appears that parents who are busy working tend to have limited time to supervise their children directly (Hasanah, 2021; Muzamir, 2021; Paul et al., 2020). Some parents even admit that it is difficult to control their children when playing outside the home. This indicates a lack of parental supervision and involvement in their children's activities.

The permissive parenting style applied by some parents also causes a lack of supervision of their children. Parents who provide freedom to play without adequate supervision can cause children to engage in less controlled behavior, such as skipping school. In addition, parents' ignorance about the problems their children face at school can also hinder efforts to improve student learning discipline.

However, it was also found that parents who implement a democratic parenting style, which includes active supervision and giving strict punishments, can help increase students' level of learning discipline. Parents who consistently provide clear rules and consistent consequences for rule violations can help their children understand the importance of discipline in everyday life. Apart from that, open communication between parents and children can also help identify and resolve problems that children may face at school.

Based on interview results, parenting styles play an important role in disciplining children. In a permissive parenting style, parents tend to give children freedom without strict control. Some parents expressed difficulty in controlling their children when playing outside the home because they were busy. However, there is also a democratic parenting style that provides freedom but still requires stricter control. Parents in this pattern are more open to listening to their children and provide strict sanctions when rules are violated.

Parents who implement a democratic parenting style also emphasize the importance of discipline in their children's education (Fahmi & Susanto, 2018). They give strict punishments if children break the rules, such as skipping school or not doing their assignments well. Communication within the family is also an important factor in disciplining children. Parents who actively communicate with their children tend to better understand the problems their children face and can provide appropriate solutions.

The family is also the first place where children learn about discipline and responsibility. Parents who set an example and pay attention to their children's education tend to have a positive impact on the formation of children's character (Ardianti, 2021; Fernández et al., 2019; Jamliah, 2021). Not only from the family, the surrounding environment also plays a role in shaping student discipline. Factors such as school culture and social norms in the neighborhood also influence student behavior and discipline. Apart from the family environment, schools also have an important role in shaping student discipline. Teachers and school staff act as examples and provide clear rules and provide consistent sanctions if the rules are violated.

CONCLUSION

From the results of this research, it can be concluded that parenting styles have a significant impact in shaping student learning discipline. A democratic parenting style, where there is control but also freedom and open communication, tends to have a positive impact on the formation of children's character and learning discipline. Therefore, it is important for parents to understand their role in disciplining their children and provide a good example and the necessary supervision.

ACKNOWLEDGMENTS

With deep humility, I would like to express my infinite gratitude to all who have contributed to this research. Thank you to the research team who worked hard, not only to complete this project, but also to maintain a high spirit of collaboration and dedication. I would also like to thank the research participants who provided their time and valuable insight, without whose support this research would not have been possible.

REFERENCES

- Agustina, M. (2021). Identifikasi Minat Belajar Siswa PAUD dalam Pelajaran Berhitung. *Journal of Basic Education Research*, 2(2), 51–54. <https://doi.org/10.37251/jber.v2i2.193>
- Ardianti, A. (2021). Implementasi Model Direct Instruction terhadap Hasil Belajar Siswa pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Agama Islam Indonesia (JPAAI)*, 2(2), 32–34. <https://doi.org/10.37251/jpaaiv2i2.595>
- Arliani, Y. (2021). Korelasi antara Sikap terhadap Hasil Belajar Peserta Didik pada Mata Pelajaran Fisika. *Schrödinger: Journal of Physics Education*, 2(3), 58–63. <https://doi.org/10.37251/sjpe.v2i3.471>
- Ependi, R., & Pratiwi, N. I. S. (2020). Analisis Perbedaan Hasil belajar IPA Siswa Kelas VII SMP Negeri 1 Muaro Jambi. *Integrated Science Education Journal*, 1(3), 82–88. <https://doi.org/10.37251/isej.v1i3.116>
- Fahmi, M. N., & Susanto, S. (2018). Implementasi Pembiasaan Pendidikan Islam dalam Membentuk Karakter Religius Siswa Sekolah Dasar. *Pedagogia: Jurnal Pendidikan*, 7(2), 85–89. <https://doi.org/10.21070/pedagogia.v7i2.1592>
- Fernández, A. H., Camargo, C. D. B., & Do Nascimento, M. S. L. (2019). Technologies and environmental education: A beneficial relationship. *Research in Social Sciences and Technology*, 4(2), 13–30. <https://doi.org/10.46303/ressat.04.02.2>
- Harun, Jaedun, A., Sudaryanti, & Manaf, A. (2020). Dimensions of early childhood character education based on multicultural and community local wisdom. *International Journal of Instruction*, 13(2), 365–380. <https://doi.org/10.29333/iji.2020.13225a>
- Hasanah, N. (2021). Perbedaan Model Pembelajaran Kooperatif Tipe Team Assisted Individualization (TAI) dengan Model Konvensional Terhadap Hasil Belajar Siswa. *Journal of Social Knowledge Education (JSKE)*, 2(2), 42–44. <https://doi.org/10.37251/jske.v2i2.389>
- Hidayati, N. (2016). Konsep Integrasi Tripusat Pendidikan Terhadap Kemajuan Masyarakat. *Edukasia: Jurnal Penelitian Pendidikan Islam*, 11(1), 203–224. <https://doi.org/10.21043/edukasia.v11i1.811>
- Jamliah, J. (2021). Upaya Meningkatkan Hasil Belajar PAI Melalui Model Pembelajaran Team Games Tournament. *Jurnal Pendidikan Agama Islam Indonesia (JPAAI)*, 2(2), 35–37. <https://doi.org/10.37251/jpaaiv2i2.596>
- Kamar, K., Asbari, M., Purwanto, A., Nurhayati, W., & Sudiyono, R. N. (2020). Membangun Karakter Siswa Sekolah Dasar Melalui Prakter Pola Asuh Orang Tua Berdasarkan Genetic Personality. *Jurnal Inovasi Pembelajaran*, 6(c), 75–86.

- Karsavuran, Z. (2020). Surviving a major crisis: the case of dismissed tourism and hospitality employees. *Journal of Policy Research in Tourism, Leisure and Events*, 0(0), 1–23. <https://doi.org/10.1080/19407963.2020.1787421>
- Mardiyah, M. (2017). Nilai-Nilai Pendidikan Karakter Pada Pengembangan Materi Ajar Bahasa Indonesia Di Kelas Iv Sekolah Dasar. *TERAMPIL: Jurnal Pendidikan Dan Pembelajaran Dasar*, 4(2), 31–47.
- Mulyani, P. (2013). Pengaruh Keterampilan Mengajar Guru, Disiplin Belajar dan Sikap Siswa terhadap Motivasi Belajar Mata Diklat Bekerjasama dengan Kolega dan Pelanggan pada Siswa Kelas X Program Keahlian Administrasi Perkantoran di SMK PI Tarcisius 1 Semarang. *Economic Education Analysis Journal*, 2(3), 116–123.
- Mundaviah, M., & Mulyati, S. S. (2021). Peningkatan Prestasi Belajar IPS Materi Keragaman Sosial dan Budaya Berdasarkan Kenampakan Alam Melalui Strategi Questions Students Have. *Journal of Social Knowledge Education (JSKE)*, 2(3), 45–48. <https://doi.org/10.37251/jske.v2i3.379>
- Muzamir, M. (2021). The Effect Of Using Animation Videos In English Teaching On Students' Listening Skills: An Experimental Study At Sma N 10 Batanghari Grade X Academic Year 2016/2017. *Indonesian Journal of Education Research (IJoER)*, 2(4), 87–94. <https://doi.org/10.37251/ijoer.v2i4.533>
- Paul, S. A. S., Hart, P., Augustin, L., Clarke, P. J., & Pike, M. (2020). Parents' perspectives on home-based character education activities. *Journal of Family Studies*, 0(0), 1–23. <https://doi.org/10.1080/13229400.2020.1806097>
- Pratiwi, M. R., Ramadhanti, A., Setyarini, E. F., Kholila, K., & Fitriani, R. (2021). Analisis Pendidikan Karakter “Motivasi” Belajar Siswa Kelas X SMAN 1 Kota Jambi. *Schrödinger: Journal of Physics Education*, 2(1), 1–6. <https://doi.org/10.37251/sjpe.v2i1.450>
- Sengupta-Irving, T., & Agarwal, P. (2017). Conceptualizing Perseverance in Problem Solving as Collective Enterprise. *Mathematical Thinking and Learning*, 19(2), 115–138. <https://doi.org/10.1080/10986065.2017.1295417>
- Su, D., Toure, D., Do, K., & Ramos, A. K. (2019). Assessing Racial and Ethnic Differences in Attitudes towards the Use of Physical Discipline in Parenting: A Mixed-Methods Approach. *Journal of Social Service Research*, 45(4), 455–465. <https://doi.org/10.1080/01488376.2018.1480570>
- Sutanto, A. P. (2021). Deskripsi Fonetis Vokal Bahasa Kerinci Dialek Masyarakat Sanggaran Agung. *Indonesian Journal of Education Research (IJoER)*, 2(2), 33–39. <https://doi.org/10.37251/ijoer.v2i2.521>
- Warfa, A. R. M., Nyachwaya, J., & Roehrig, G. (2018). The influences of group dialog on individual student understanding of science concepts. *International Journal of STEM Education*, 5(1). <https://doi.org/10.1186/s40594-018-0142-3>
- Widayat, W., & Hindarto, N. (2017). Pembentukan Keterampilan Berpikir Kritis dan Karakter Peduli Lingkungan Berbantuan Scaffolding. *Journal of Innovative Science Education*, 6(1), 85–95. <https://doi.org/10.15294/jise.v6i1.17068>

- Witri, A., & Fitriani, R. S. (2020). Deskripsi Sikap Kedisiplinan Peserta Didik pada Mata Pelajaran IPA di SMPN 19 Kota Jambi. *Integrated Science Education Journal*, 1(3), 89–93. <https://doi.org/10.37251/isej.v1i3.123>
- Wulandari, S. (2020). Pengaruh Penggunaan Metode Drill Terhadap Kemampuan Menggali Informasi dari Dongeng Peserta Didik Kelas II Sekolah Dasar. *Journal of Basic Education Research*, 1(1), 01–06. <https://doi.org/10.37251/jber.v1i1.6>
- Zesra, Z. (2020). Pengembangan media pembelajaran berbasis Adobe Flash dalam kompetensi geometri 3D. *Journal Evaluation in Education (JEE)*, 1(2), 50–53. <https://doi.org/10.37251/jee.v1i2.46>