

The Relationship Between Authoritative Parenting and Student Discipline at Madrasah Ibtidaiyah

ABSTRACT

Aims: This research aims to determine the relationship between parents' authoritative parenting style and student discipline at Madrasah Ibtidaiyah Guppi Wironanggan. This research seeks to answer the question of whether there is a relationship between parents' authoritative parenting style and student discipline at Madrasah Ibtidaiyah Guppi Wironanggan?

Research Hypothesis: There is a relationship between parenting patterns and student discipline at Madrasah Ibtidaiyah Guppi Wironanggan.

Study design: The method used in this research is quantitative correlational.

Place and Duration of Study: The population in the study were all upper-class students at MI Guppi Wironanggan for the 2021/2022 academic year, totaling 64 students. The sample of this study amounted to 48 students. The aspects of discipline used are discipline in the family environment, discipline in the school environment, and discipline in the community environment. The sampling technique used was a non-probability sampling technique with a purposive sampling technique.

Methodology: Data collection techniques using questionnaires and documentation. Normality test using Kolmogorov-Smirnov, linearity test with deviation from linear path guidelines. Hypothesis testing using the Pearson Product Moment correlation formula.

Results: The results of statistical calculations with a significance value of $r_{count} (0.404) > r_{table} (0.284)$. In the analysis of the coefficient of determination, R^2 was obtained at 0.163, which indicates that the percentage contribution of the influence of the independent variable was 16.3%.

Conclusion: Thus, it can be concluded that there is a positive relationship between parents' authoritative parenting style and student discipline. Researchers recommend that parents apply an authoritarian parenting style to their children so that their children's discipline increases.

Keywords: Discipline; parents' authoritative; parenting style; student.

1. INTRODUCTION

Every country in the world seeks to emphasize the urgency of education. It aims to increase citizens' awareness of the importance of education and strive to achieve the highest level of education. In Indonesia, the purpose of education is stated in the Republic of Indonesia Law Number 20 of 2003 concerning the National Education System Article 3. The article reads: "National education functions to develop the potential of students to become human beings who believe in God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent and become a democratic and responsible citizen [1–3].

According to Law Number 20 of 2003 concerning the National Education System, the education pathway consists of formal education, non-formal education and informal education [4,5]. Informal education is carried out in a family environment. The family is the first and foremost educational environment for children [6,7]. Since the child is in the womb,

parents have been educating their children through one-way communication. Attitudes, actions and behavior of parents to children will form a parenting pattern [8,9].

Parenting patterns are parental habitual activities in guiding, leading, and raising children [10–12]. Parenting in this case is maintaining by caring for and educating him. Guiding is done by helping, training, and so on. Parenting is a way for parents to help children to reach the maturity process. The process carried out is treatment, education, guidance and discipline so that children have norms that suit society [13]. Based on the opinions of these experts, it can be concluded that parenting is an interaction that occurs between parents and children in the family, giving rise to habitual activities or parenting patterns from parents in relation to educating, guiding, leading, nurturing, caring for and caring for children, including meeting the physical and psychological needs of children.

Baumrind in his research in 1971 divides parenting into three, namely authoritarian, authoritative, and laissez-faire (permissive) [14–16]. Authoritarian parenting is parenting that requires children to follow their parents' orders absolutely [17]. Children with authoritarian parenting tend to feel anxious, have low skills and communication [18,19]. Furthermore, permissive parenting is parenting by giving full power to children, so that the child's personality development is not directed and lacks self-control. The authoritative parenting pattern is the midpoint of the combination of authoritarian parenting and permissive parenting [20]. In authoritative parenting, parents show support in response to children's constructive behavior and parents exercise control over their children's actions [21,22]. Children with authoritative parenting will be independent, confident, have self-control and make good friends with their friends [23–25].

Each particular parenting pattern of parents will form a number of children's personalities [26]. Every parent expects their child to have a commendable personality [27]. A child's character is not formed just like that, but goes through a long process [28]. In line with the opinion of [6,29] which defines character as a person's consistency in complying with ethical behavior. Of the kinds of children's characters that are formed, the main basic character is discipline. Discipline character will form other positive characters in the form of independence, honesty, responsibility, trustworthiness, and others [30,31]. Because with the discipline, life will be more organized and directed to the goals that have been determined. Disciplined children will obey the rules. Disciplined juga form consistent actions that lead to other positive attitudes and behaviors.

Discipline is basically self-control in obeying the rules made by oneself or other parties such as family, educational institutions, society, state or religion [32,33]. Discipline comes from the word disciple. It means someone who learns from or voluntarily follows a leader [34–36]. The leaders in question are parents and teachers, while children are students who learn from leaders about how to live a useful and happy life. So, discipline is the way society teaches children to behave morally that is approved by the group. Disciplines are classified into three aspects, namely: 1) Discipline aspects in the family environment, including: doing school assignments at home, preparing for school needs at home; 2) Discipline aspects in the school environment, including: student attitudes in class, student attendance, implementing school rules; and 3) Aspects of student discipline in the association, including: loan-borrowing relationships, time-discipline relationships [37–39].

In this modern era, globalization is growing rapidly and causing anxiety for some people. Along with this, the influence of westernization, environmental conditions and the influence of peers have a negative impact on students. One of the cases was at Delegen 3 State Elementary School. Student fought against his teacher with harsh words and defiant

behavior. This was because the child was abandoned by his parents. They only received care provided by his grandmother [41].

Nowadays, many parents are busy with their work. They pay little attention to their child's condition. Furthermore, children are allowed to do and get their wishes. Many cases occur in elementary school children. They were only accompanied by their grandmother because their parents worked. Like a grandmother, they don't understand the learning of the current era. Finally, they left the child alone to study and do other activities. For example, children are allowed not to do school work or children are allowed to come to school late. This condition results in the child's weak disciplinary character.

Weak development of children's character and morals is found in MI Guppi Wironanggan Gatak District, Sukoharjo Regency. It was found that behavior was not morally appropriate and undisciplined at MI Guppi Wironanggan. Undisciplined behavior is generally carried out on upper class students. Based on the results of observations and pre-research interviews with each homeroom teacher from the upper class, there are some students who have not behaved in a disciplined manner. For example, students do not wear school uniforms and school attributes correctly, come late to school, do not attend without explanation, leave class and school without permission, speak poorly, do not carry out class pickets, are not disciplined in the learning process in class such as not doing homework. at home and so on. The results of interviews with each homeroom teacher showed that the undisciplined attitude of students at school was influenced by parenting styles.

The reality on the ground is inversely proportional to the needs that elementary school age children should receive. Elementary school age is expected to be the first learning environment for children. The elementary school age is also referred to as the intellectual period or the period of school compatibility [6,42]. The character of students based on the age of 9 to 12 years, where that age is classified as the upper-class period, namely: showing a better understanding than the lower class regarding the law of cause and effect, moral reasoning has been formed, and understand the need to behave responsibly [43,44].

Several similar studies have been carried out by previous researchers. Setiawan [45] shows that there is a significant influence between the type of democratic parenting style and learning discipline on the mathematics knowledge competency of class V students at Gugus I Gusti Ngurah Jelantik State Elementary School with a proportion of 59.4%. Research conducted by Sundari et al. [46] shows that there is a significant relationship between parenting style and discipline in high class students. The better the parenting style applied; the better the student's discipline will be. Several previous studies have explained that authoritative parenting and learning discipline of upper secondary students both influence learning outcomes. However, no researcher has specifically explained the relationship between parenting styles and the disciplinary attitudes of elementary school students.

Therefore, the author considers it necessary to study this matter to obtain more evidence supported by empirical data. Based on the results of the authors are interested in studying more deeply and conducting a similar study with the title "The Relationship Between Authoritative Parenting Patterns of Parents and Student Discipline at Madrasah Ibtidaiyah Guppi Wironanggan Academic Year 2021/ 2022".

2. METHODOLOGY

2.1 Research Design

Correlational quantitative research was used in this research. Quantitative research methods are defined as research methods that are based on the philosophy of positivism, used to research certain populations or samples, collect data using research instruments, analyze quantitative or statistical data, with the aim of testing predetermined hypotheses [47–49]. Research through correlational analysis is a technique for estimating the influence of a set of independent variables on a variable (dependent) in a causal relationship [50,51].

2.2 Research sample

This research was conducted at Madrasah Ibtidaiyah Guppi Wironanggan which is located in Wironanggan Village, Gatak District, Sukoharjo Regency. 64 upper class students at MI Guppi Wironanggan for the 2021/2022 academic year were used as the research population. Purposive sampling technique was used to take samples. Then, 48 students were obtained as research samples. Research was conducted from November 2021 to June 2022.

2.3 Data Collection Techniques

Data collection techniques used in this study are questionnaires and documentation. Questionnaire technique was used to collect data about authoritative parenting and student discipline. Documentation techniques were used to collect data on the names and numbers of upper-class students. Before the questionnaire was distributed to the sample, the questionnaire was tested with validity and reliability tests.

2.4 Data Analysis Techniques

After obtaining data on parenting authoritative parents and student discipline, prerequisite analysis was performed using normality test and linearity test. The normality test is carried out to find out whether the sample is normally distributed or not [52]. Data processing for the normality test was carried out using the SPSS program with the Kolmogorov-Smirnov test. Test decisions and conclusion drawing were taken at a significance level of 5%. If the value is more than 0.05, so the data is normally distributed. If the value is less than 0.05, so it is interpreted as not normally distributed [53,54]. Normality calculations used the Kolmogorov Smirnov One-Sample normality test. From the test data results, it is known that the data on the authoritative parenting style of parents and students' discipline variables have Asymp values. Sig. (2-tailed) each of 0.082 > 0.05. This shows that the data in the study is normally distributed.

The linearity test was used to determine whether the two variables have a linear relationship or not significantly [55,56]. Linearity testing uses IBM SPSS Statistics 25 using the Test for Linearity with a significance level of 0.05. Two variables were said to have a linear relationship, if their significance value is less than 0.05. The research results were concluded through data analysis techniques with descriptive statistics and Pearson Product Moment correlation analysis [57–59].

3. RESULTS AND DISCUSSION

3.1 Distribution of Parenting Patterns and Student Discipline

Research data on the variable of parenting authoritative parents obtained from the answer scores of 33 statements given to 48 students of MI Guppi Wironanggan. The results of the data description analysis can be grouped into three categories, namely the less category, enough category, and the good category. The initial step taken was to calculate the distribution of the frequency of parenting patterns and student discipline. The results are presented in two tables. The results of the frequency distribution of parenting patterns are presented in table 1.

Table 1. Frequency Distribution of Parental Authoritative Parenting

Category	Interval	F	%
Less	$X < 107$	7	14,58 %
Enough	$107 \leq X < 120$	29	60,42 %
Good	$X \geq 120$	12	25 %
Total		48	100 %

Based on table 1, it can be seen that the authoritative parenting pattern of upper-class parents at MI Guppi Wironanggan for the Academic Year 2021/2022 is included in enough category as many as 29 students or 60.42%. Parents play a very important role in laying the foundations of behavior for their children. The attitudes, behavior and actions and habits of parents are always seen, assessed, imitated and paid attention to by their children and then they will become habits for their children too. The relationship between parents and children becomes a very important aspect through the type of parenting applied by parents. The authoritarian attitude of parents will influence the child's behavioral profile [60].

Parenting style puts parents in control of all children's activities. Children will not be given the freedom to do everything the child wants. Parents do not hesitate to implement strict rules so that children obey. Parents assume that the rules are stable and do not change, so parents often don't like the actions of children who protest, criticize or refute them (61). This form of authoritarian parenting has the characteristics of parents who act firmly, like to punish, give less love, are less sympathetic, force children to obey rules, and tend to restrain their children.

The impact of authoritarian parenting itself has more negative impacts [62]. The tendency for authoritarian parenting results in a lack of initiative, a tendency to hesitate, and being easily nervous [63]. On the other hand, children will be more disciplined because parents are firm and commanding. It will be easier for parents to raise children because children will not have problems in the field of study and will not fall into juvenile delinquency or promiscuity. Authoritarian parenting patterns applied by parents to children can have a positive impact on their behavior, as a result of the parents' wishes which must be followed without exception by the child, sometimes a positive desire arises. One of them is disciplinary behavior [64]. There are four things that can influence and shape student discipline, namely: self-awareness as self-understanding that discipline is considered important for one's goodness and success. Apart from that, self-suggestion is a very strong motive for realizing discipline. Following and obeying rules is a step in implementing and practicing the rules that regulate individual behavior [65].

Then, research data on student discipline variables were obtained from the answer scores of 29 statements given to 48 students of MI Guppi Wironanggan. The results of the data description analysis can be grouped into three categories, namely low category, medium category, and high category. The results of the frequency distribution of student discipline are presented in table 2.

Table 2. Distribution of Student Discipline Frequency

Category	Interval	F	%
Low	$X < 93$	5	10,42 %
Medium	$93 \leq X < 108$	31	64,58 %
High	$X \geq 108$	12	25 %
Total		48	100 %

Based on table 2, it can be seen that the discipline of upper-class students at MI Guppi Wironanggan for the 2021/2022 academic year is included in the medium category as many as 31 students or 64.58%. There are 31 students who fall into the medium category. There were only 12 students with high discipline. Meanwhile, there are 5 students who have low discipline.

Student discipline can be identified by the characteristics, namely entering class according to the established schedule, carrying out activities at school in accordance with the teacher's instructions and school rules, carrying out class picket before learning activities begin, asking permission if you are unable to attend learning activities at school, greeting the teacher and friends when they meet, and attend ceremonies every Monday or other national day ceremonies in an orderly manner [66]. Based on the opinion above, student discipline needs to be emphasized, if student discipline is well formed, then discipline can become the student's character in everyday life and will remain attached to the student. Discipline is local education, namely a means for students to learn morals in order to become active humans in the social environment of society [67]. This discipline can be seen from the presence of students at school. So, through discipline at school, disciplinary attitudes will apply to students' social life when they grow up.

3.2 The Relationship between Parenting Styles and Student Discipline

The final step is to calculate the relationship between parenting patterns and student discipline. The Moment Product Test is used to measure the relationship between these two variables. Data is displayed in table 3.

Table 3. Pearson Product Moment Correlation Results

	N	Significance Level (5%)	r count	r table	r-squared
Parenting patterns and student discipline	48	0.284	0.404	0.284	0.163

Based on the calculation of the Pearson product moment correlation of the variable parenting authoritative parents with the discipline of MI Guppi Wironanggan students for the 2021/2022 academic year, the score is 0.404. The r table in this study with a sample of 48 with a significance level of 5% was 0.284. Thus, r count (0.404) > r table (0.284) it can be said that H_a is accepted and H_o is rejected. It can be concluded that there is a positive relationship between the authoritative parenting style of parents and student discipline at MI Guppi Wironanggan for the 2021/2022 academic year. The percentage or proportion of variations in student discipline variables caused by the authoritative parenting pattern of parents can be known through the coefficient of determination (R-Squared). Based on the calculation results, it is known that the coefficient of determination (R-Squared) is 0.163. This shows that the authoritative parenting pattern of parents affects student discipline by 16.3%.

The education that children receive from their parents is very influential in psychological development and character formation [68]. Apart from that, implementing appropriate parenting styles will also influence students' study habits [69]. All of this can go well if communication between parents and children goes well. This is because communication will enable children to convey all the problems they face, especially problems in learning [70]. So that parents and children can work together, they work together in solving children's learning problems by supporting children in learning activities at home and trying to create an ideal atmosphere.

In line with the opinion of other experts who put forward the factors that influence the development of discipline, namely parenting patterns and parental control; self-understanding and motivation; and social relationships and influence [33]. This research is strengthened by previous research that parenting styles influence children's discipline [71,72]. Similar things were also stated by previous researchers that in certain situations and conditions parents also apply an authoritarian parenting style in forming children's disciplinary character [73].

4. CONCLUSION

Based on the results of the research and discussion, it can be concluded that there is a positive relationship between parental authoritative parenting and student discipline at MI Guppi Wironanggan for the 2021/2022 Academic Year. This is indicated by the value of r_{count} (0.404) > r_{table} (0.284), so that H_0 is rejected and H_a is accepted. The contribution of parenting authoritative parents with student discipline is 16.3%. If the authoritative parenting style of the parents is good, the student discipline at MI Guppi Wironanggan will be high.

From the research results, the contribution of parenting styles to student discipline obtained quite significant values. This value can be a reference for schools so that they can coordinate more intensively with parents. This coordination will have an impact on increasing student achievement and discipline. Then, these findings also become a way for schools and teachers to monitor the development of attitudes and behavior of students in schools related to discipline.

Research findings show that there is a relationship between parenting styles and student discipline. These findings can be used by parents to provide good authoritative parenting so that students have high discipline. The application of authoritative parenting can be in the form of providing support for useful children's activities, accompanying children's activities with reasonable limits, supporting children in independence and responsibility, and so on.

Furthermore, this research was only conducted on upper class students and focused on correlational research. So, it is recommended for future researchers to examine other factors that affect the discipline of upper-class or lower-class students. Also, future researchers can test parental parenting patterns on other attitudes or characteristics, such as student achievement or student responsibility.

CONSENT

All authors declare that 'written informed consent was obtained from other approved parties for publication.

ETHICAL APPROVAL

All authors hereby declare that all experiments have been examined and approved by the appropriate ethics committee and have therefore been performed in accordance with the ethical standards laid down.

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