



THE INFLUENCE OF PARENTING STYLE AND SCHOOL CULTURE ON THE CHARACTER OF STUDENT DISCIPLINE

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Abstract

Discipline problems among students are becoming an increasingly worrying issue. This shows that the importance of forming the character of discipline from an early age in the world of education both in the formal, non-formal and informal fields. To make this happen, of course, several supporting factors are needed which in this case are related to how parents are raised and school culture because students spend time in that environment on a daily basis. This field research uses a quantitative approach. The research subjects were determined based on the subjective assessment of the research so that there were traits or characteristics that were determined. The research subjects in question were students at a public elementary school in West Surabaya. Because of the large number of students, researchers limited the number of students who were used as research subjects. In this study, researchers only took a sample of 54 students from two classes. Data were analyzed with the SPSS program and the analysis tool used was regression. Parenting style is proven to have an effective role in the formation of students' disciplinary character. This also occurs in school culture which plays a role in shaping student character.

Keywords: parenting style, school culture, character of student discipline.

Introduction

The development of individuals, society and civilization of a nation is influenced by the important role of education. Education can develop the various potentials of individuals optimally. Education is one of the factors that can change the progress of a country. With education, it is hoped that it will be able to produce the next generation of the nation, which will make a positive contribution to the progress of the country (Aisya et al., 2013). Education is not just a learning process in the classroom, but a learning process wherever and whenever and applies throughout life (Najumba, 2013; Wahyudi et al., 2018). Education is inseparable from values that must be upheld so that the term character education is important (Karina & Davitri, 2016).

Arum (2009) provides an explanation that what is meant by character education is a set of processes for developing the character, character and character of a person so that he can become a complete human being. The purpose of character education is so that students who will become the next generation of the nation can have good morals and morals so that a peaceful life can be realized (Firlailly, 2005). Therefore, in the current era of globalization, character education for students is something that is mandatory so that they are not easily influenced by despicable attitudes and behavior (Khasanah & Hariani, 2015). Students as the next generation of the nation in the future, need a strong and tough character foundation to anticipate various influences of information in globalization (Mardikaningsih, 2014).

To be able to behave well someone needs education, habituation, and exemplary. Because basically individual attitudes and behavior tend to imitate the behavior of other people who are considered good (Gunawan et al., 2016). This habit of imitating requires education, habituation, and example from those around him. This would be appropriate if done at school because school is a place to socialize and seek individual identity (Irfan & Putra, 2014; Mardikaningsih & Darmawan, 2021). Learning that is carried out in schools in the context of forming individual character is very effective if character education is integrated with subjects (Palembeta & Arifin, 2016; Putra et al., 2017; Darmawan et al., 2021). According to Gunawan (2010); Darmanto et al. (2014), there needs to be development, application, connectivity between learning materials related to norms or

values in each subject and everyday life. Therefore, learning character values should not be given only at the cognitive level but must touch on the direction of internalization and real practice in the daily lives of students both in school and society (Saraswati et al., 2014; Sudarmayanti & Arifin, 2016).

Discipline is one of the characters that needs to be developed in schools in accordance with Lickona's statement (2013) that good characters that need to be developed in schools are honesty, fairness, wisdom, self-discipline, mutual help, caring for others, and a democratic attitude. In addition, Sutarjo (2007) also stated that in the education that is undertaken individuals need to develop 9 basic values, namely: responsibility, respect, fairness, courage, honesty, citizenship, self-discipline, caring, and perseverance. Discipline plays an important role because with discipline children will learn how to behave that is acceptable to members of society and their results in social groups are also accepted (Kabalmay & Andayani, 2014). With discipline, children will get better personal, social and institutional adjustments (Lembong et al., 2015).

Family is the first social group with which children are identified. As a child, of course, more time is spent with family groups, especially parents, compared to other social groups (Sinambela, 2014). Family members become the most meaningful person for a child's life during their growth and development where the personality of the child is formed in the future because there is a family role in it (Gunawan et al., 2015). Family influence is far more than any other influence even at school (Hoy et al., 2000). One factor that significantly contributes to child discipline is parenting style. Parenting style is also a factor in the development of discipline in early childhood, parents are models for children in establishing discipline at home so parents must also be disciplined in setting rules that will apply at home. Educating children properly according to development is an important thing that must be done early on, which is applied from toddlers. The family is the shaper of the process of educating the child's own personality (Rohani & Andayani, 2009). Here how can students become good individuals, that is seen from their upbringing. For this reason, according to Darmawan (2017), children's characters are formed based on their parents. So, parents must use the right parenting style for children so that children have good personality and character that will

make it easier for children to face life in the next 20-25 years (Darmawan, 2007). Parenting patterns can be defined as patterns of interaction between children and parents, which include meeting physical needs (such as eating, drinking, etc.) and non-physical needs such as attention, empathy, affection and so on (Palembeta & Arifin, 2016).

Parenting style means that the daily habits of parents to direct, care for and guide children in a family (Yanti, 2014). Parenting parents are divided into three types, namely authoritarian parenting, democratic parenting, and permissive parenting. students can become good personalities, that is, seen from their upbringing. Parenting is an act of educating children that allows children to develop, move, and process themselves to act on the environment. Parenting patterns need to be considered carefully, if necessary, they can be developed according to the times but still comply with applicable rules (Yuliana, 2012). This is so that children can comply with boundaries and maintain their emotions that are acceptable to their environment (Karina et al., 2018). One factor that significantly contributes to child discipline is parenting style.

The school environment has the opportunity to print student character. Moreover, students spend a lot of time at school (Andayani & Darmawan, 2004; Abdurrahman, 2015). Each organization has a certain culture that is unique (Darmawan, 2010). In the school environment there is a school culture that describes the characteristics of the school and will certainly influence the character of the school community (Baskoro, 2012). School culture can be divided into 2 types, namely positive culture and negative culture. But in reality, school culture is an aspect that is often overlooked and even ignored. School culture is a reflection of the character of school members who have a culture that is different from other schools. School culture is a pattern of values, norms, attitudes, beliefs, and habits that are formed as a result of the long journey of a school formed (Yanti et al., 2013). The school culture will then be maintained with all seriousness by all school members as a basis for solving all problems that arise in school. Strengthening school culture can be done using various methods, one of which is the delivery of moral messages that will support the achievement of the vision and mission which form the basis of school culture (Yanti & Darmawan, 2016). The media used can vary, such as picture messages, written messages, and many other examples (Purwanti et al., 2014; Sinambela et

al., 2014; Mardikaningsih & Hariani, 2016). Strengthening school culture must be carried out in various ways by all school members (Akmal et al., 2015). Moral messages can be more responsive and remember to remind how important it is to uphold the rights of students based on school culture (Hutomo et al., 2012; Khasanah et al., 2016).

For this reason, researchers realize that the formation of disciplinary character really needs to be carried out from an early age. In the process of forming the character of discipline, parenting styles and school culture play an active role. Because of that, the writer is interested in researching this problem, the title of the research proposed by the researcher is the influence of parenting patterns and school culture on the character of student discipline.

Method

This field research uses a quantitative approach. This research is defined as a study that uses methods based on the philosophy of positivism, which can be used to examine certain populations or samples, collect data with certain instruments, analyze and test hypotheses (McMillan & Schumacher, 2011; Mardikaningsih & Darmawan. 2013). Data were analyzed with the SPSS program.

There are two independent variables, namely parenting style and school culture. Parenting (X.1) has measurement indicators in terms of exemplary, habituation, advice, attention, and punishment aspects. School culture (X.2) is measured from four aspects, namely school artifacts, school ceremonies, school rules, values and beliefs. The dependent variable is the character of discipline (Y). Discipline character in terms of four disciplinary behaviors, namely students arriving on time when entering class; students wear full attributes while at school; students complete assignments given by the teacher; and students are able to return activity equipment to its place.

The research subjects were selected using purposive means that there was an element of intent in the selection of subjects carried out by researchers based on specific objectives and criteria (Damayanti et al., 2011). Determination of research subjects is based on certain characteristics or characteristics based on the assessment of the subjectivity of the researcher. The research subjects in question were students at one of the public elementary schools in the West Surabaya area. Because of the

large number of students, researchers limited the number of students who were used as research subjects. In this study, researchers only took a sample of 54 students from two classes, namely VI. Primary data were obtained directly from questionnaires to students to obtain more general information related to research variables. Analysis tool used regression.

Result and Discussion

A valid instrument can be achieved when the results of the corrected item total correlation can exceed 0.30. In addition, with validity testing it is also useful to know that the measurement instrument has been used appropriately. According to the results of the SPSS output, it was found that the instruments for parenting style, school culture and student discipline characters produced valid values because the resulting numbers could be greater than 0.30.

Furthermore, the level of reliability for each variable is shown in table 1 which is provided below.

Table 1. Reliability test results

No	Variable	Cronbach's Alpha	N of items	Information
1	Parenting style (X.1)	0.638	10	Reliable
2	School culture (X.2)	0.662	8	Reliable
3	Character of discipline	0.723	8	Reliable

Source: SPSS Output Results

In line with the results of the validity, the reliability level of the instrument has also been fulfilled. This is because after the Cronbach alpha value in the SPSS output is compared with its determination it produces a value of more than 0.60. For parenting style, the value reaches 0.638 with 10 statement items; school culture has a score of 0.662 and there are 8 statement items, disciplinary character has a score of 0.723 and there are also 8 structured statement items. With the existing evidence, the instrument used can be consistent when used again as a measuring tool for the same symptoms.

How much significant value is generated from parenting style and school culture variables to be able to influence disciplinary character can be seen through multiple linear regression analysis, the results of which are in table 2 in this study.

Table 2. t-Test and Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	27.958	3.678		7.602	.000
	X.1	1.700	.459	.321	3.702	.001
	X.2	3.989	.534	.647	7.465	.000

Source: SPSS Output Results

The formation of an equation based on table 2 can be written that $Y = 27,958 + 1,700 X_1 + 3,989 X_2 + e$. If the equation is described, then the form of the statement is

The constant 27,958 means that the value comes from a disciplinary character that is not influenced by parenting style and school culture. Therefore, if the value of the independent variables (parenting style and school culture) = 0, then it can be predicted that the value for the character of discipline is 27,958.

Parenting style has a regression coefficient of 1,700. This value means that with an increase of 1 unit from the parenting style variable, there is an addition of 1,700 for the character of discipline with the value of school culture assumed to be equal to 0.

School culture has a regression coefficient of 3,989. This value means that with an increase of 1 unit from the school culture variable, there is an addition of 3,989 for the disciplinary character with the parenting style value assumed to be equal to 0.

Each influence that can be given by parenting style and school culture variables on disciplinary character will be explained through the partial test which in this study is in table 2 for the results.

Partial testing was tested at a significance level of 5% or 0.05. The effect can be significant if the SPSS output results are still below 0.05. By looking at table 2, there is a significance result for parenting style of 0.001 and there is also a significance result of 0.000 for school culture. Based on these independent variables, it is stated that there is an influence on the dependent variable by achieving positive and significant results.

The simultaneous test is also the same as the partial test which is tested at a significance level below 0.05. The results are in table 3.

Table 3. ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	1536.359	2	768.180	48.714	.000 ^b
Residual	804.233	51	15.769		
Total	2340.593	53			

Source: SPSS Output Results

After there is an adjustment between the results in the SPSS output and those specified in table 3, it can be explained that there is a significant positive simultaneous effect based on parenting style and school culture variables on disciplinary character. This is due to the achievement of significance results at a number that is still below 0.05, namely 0.000 with an F-count which reaches 48,714.

To find out the magnitude of the contribution made from parenting style and school culture variables to disciplinary character, we can use the results from the R-Square in table 4.

Table 4. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.810 ^a	.656	.643	3.971

Source: SPSS Output Results

According to table 4 it can be revealed that to form a disciplinary character based on parenting style and school culture requires a contribution of 65.6% from the two independent variables. If there are several other independent variables to be added, then there is still another 34.4% which can form the character of discipline.

Parenting style can have an influence on the character of discipline by achieving significant positive results. Several research results can support this as evidenced by research from Renk et al. (2006); Kurniasih & Hastuti (2017); Shahlal et al. (2021); Carroll (2022). Family is the first school for every child and parents are also the first teacher for children. This shows that there is a big responsibility that is borne by parents to form a good personality in the child. Parenting style as a basis for the formation of moral, spiritual and psychosocial which includes the development of the child as a whole. As parents have full responsibility for this. In addition, the parenting style will show the techniques used by parents as an effort to

keep children away from bad behavior and as a habit to discipline children. It is important to always teach the character of discipline to children so that in the future they become individuals who have the ability to socialize well with others so that their environment can accept and have commendable morals. For this reason, parents must have good knowledge regarding discipline, especially in terms of controlling, assessing cognitively and the right situation to apply discipline. Children also need to get enough love so that children can grow in a harmonious and happy family atmosphere so that at the same time children can behave well. Parents should further strengthen the relationship with their children so that comfort can be created when communicating. In addition, parents must ensure that their children are not involved in social problems so that it can be stated that the parenting style that has been applied so far is appropriate to the child's condition and environmental demands.

School culture can also influence the character of discipline by achieving significant positive results. After knowing some research results from Marmoah et al. (2017); Singh & Dubey (2019); Jayawardena (2021) turns out to be able to support this. Every school should have a positive school culture because this has a relationship with increasingly positive student development and mental health which in turn can also affect the character of the discipline (Van Houtte & Van Maele, 2011). The character of discipline is important for every student to have so that in the future they can also bring up other positive characters. With the realization of a high level of discipline, students should be able to avoid deviant behavior that is contrary to disciplinary norms. For this reason, it is necessary to have systematic planning in terms of preparing several school programs. Likewise, when the program is implemented, it requires strong consistency from all school members, especially how the program is implemented and enforced according to the rules of the school. At the same time discipline also helps students develop more so that a happy life can be achieved, they can adapt well to their social environment, especially in the school environment. In addition, school culture is also an embodiment of the character education part of students which is oriented towards routine and exemplary activities. This exemplary relates to setting an example that is embodied in behavior and in accordance with the

norms and values that apply in the school environment or the community environment.

Conclusion

Parenting style is proven to have an effective role in the formation of students' disciplinary character. This also occurs in school culture which plays a role in shaping student character.

The advice given in this regard is that the formation of student discipline character is the responsibility of parents, teachers and society. Therefore, students need a role model so that they can serve as role models for students so that they can become a generation that has the character that parents, teachers, nation and state expect. The school must continue to strive to instill culture in students through habituation that is carried out directly and even habits that are exemplified by the teacher. This is a real effort from the school so that the positive culture that has been embedded in the school can be maintained and developed.

Parents as the main actors in the formation of student character should not completely surrender their children's education to the school. Parents are expected to be able to control children's behavior in their daily lives and provide explanations that children can easily understand without using harsh words or in the form of physical punishment because this can damage the child's mentality. When wanting to form a disciplinary character in children, it is hoped that parents can model disciplinary behavior in everyday life so that children can get used to disciplinary behavior wherever they are. In terms of achieving results from the formation of good disciplinary character, parents and teachers should work together. Good communication between teachers and parents in the formation of student discipline character will produce a generation that is resilient in facing future challenges.

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