

PARENTING RELATIONSHIP AND LEARNING DISCIPLINE FOR CHILDREN AGED 4-5 YEARS

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ABSTRACT

Parenting styles play an important role in shaping the learning discipline of young children. However, differences in discipline levels among children aged 4–5 years persist, influenced by varying parenting styles. The researcher is interested in this topic because early childhood education serves as a foundation for children's academic and character development. This study aims to examine whether there is a relationship between parenting styles and the learning discipline of children aged 4–5 years at TK Permata Iman 2 Malang. This research uses a quantitative approach with a correlational research design. Data was collected through questionnaires distributed to the parents of students at TK Permata Iman 2 Malang. The data analysis techniques employed include descriptive analysis and classical assumption testing, such as normality testing. The results showed a correlation coefficient of $r_x = 0.782$, indicating a "high" level of relationship between the two variables. The t -count value was 28.950, while the t -table value was 1.999 at a 5% significance level. These findings suggest a significant relationship between parenting styles and learning discipline at TK Permata Iman 2 Malang. Thus, the better the parenting style applied, the better the student's discipline will be. Based on these conclusions, the study highlights that positive parenting styles have a beneficial impact on children's learning discipline. This research provides valuable insights into future studies.

KEYWORDS *parenting patterns, discipline, parenting relationship*



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INTRODUCTION

Discipline has a variety of different meanings. Etymologically, *discipline* comes from Latin *disciplina*, which refers to learning and teaching activities. In English, *disciple* means order, obedience, or control of behavior, self-control; the practice of forming, straightening, or perfecting something as a mental ability or moral character; a punishment given to train or improve; a set or system of rules for behavior. Discipline is a condition that is created and formed through the process of a series of behaviors that show the values of obedience, loyalty, and order. These values have become part of behavior in one's life. Such behavior is created through coaching in the family, education, and experience. So, it can be concluded by the researcher that discipline is a condition of complying with rules and regulations to form children's mentality (Gardner, 2021; Hidayat et al., 2024; Muchiri, 2022; Noviyanti et al., 2023; Rivaldo & Nabella, 2023; Yale, 2015).

Learning discipline is the key to the formation of children's character and academic success. This discipline includes attitudes and behaviors that reflect obedience to rules, responsibilities, and motivation in the learning process. Through habits built from an early age, children can develop regularity in learning that contributes to the achievement of academic

goals. Learning discipline is not only determined by formal rules but is also influenced by internal motivation and regular habituation in daily life. Thus, learning discipline is the foundation in forming positive and regular behavior in children.

The characteristics of learning discipline involve perseverance, consistency, and independence in carrying out learning tasks. Children who have high discipline can prioritize education and are not easily influenced by external distractions. In addition, learning discipline teaches children to take responsibility for their own academic progress, as well as to build the ability to face failure with a positive attitude (Fasya et al., 2023; Herpratiwi & Tohir, 2022; Patras et al., 2021; Usman et al., 2022). Children who have the character of learning discipline will show academic integrity and maintain a commitment to honesty in every aspect of learning. These characteristics strengthen the child's mentality and increase the child's endurance in facing academic challenges.

The stages of learning discipline include awareness of the importance of discipline, goal setting, and effective time management. Children who are aware of the benefits of learning discipline tend to find it easier to design structured learning strategies. The formation of positive habits, self-evaluation, and reflection on successes and failures are integral to this process. This process demands consistency in dealing with obstacles and requires support from the surrounding environment, such as teachers and families. By systematically undergoing these stages, children can develop a pattern of learning discipline that lasts a lifetime.

The factors that affect learning discipline are very diverse, ranging from the learning environment, family support, to the teaching methods applied in schools. Intrinsic motivation and a child's mental health also play a role in determining how much a child is able to maintain focus and responsibility in learning. In addition, pressure from the school environment and peers can have a positive or negative influence on learning discipline. Therefore, it is important for schools and families to create a conducive environment so that children can develop learning discipline optimally and achieve satisfactory academic results.

In order to educate the nation's life, education is needed. Education is very important for everyone, including early childhood. Based on the National Education System Law No. 20 of 2003 Article 28 Paragraph 1, early childhood starts from the birth of a child to the age of six. However, according to The National Association for the Education of Young Children (*NAEYC*), early childhood refers to children in the age range of 0–8 years who are in the process of growth and development. Children within this age range will be included in educational programs in Child Care Centers (*TPA*), families, and pre-school education (kindergarten and elementary school). So, it can be concluded that early childhood under 8 years old from birth is in its golden age. At this time, all potential children experience a sensitive period to grow and develop very rapidly, including attitudes, mindsets, and personalities. It is very beneficial if this is supported by the provision of stimulus at Child Care Centers (*TPA*), family daycare, and pre-school education for maturation and improvement.

Parenting plays a crucial role in shaping a child's personality and character from an early age. The interaction between parents and children is a major factor in a child's development, involving various forms of communication, discipline, and attention. Effective parenting combines a balance between freedom and boundaries, providing space for children to grow with the right guidance. Parents who understand the essence of parenting tend to create an

environment that is conducive to children's optimal development. Conversely, parenting that is too harsh or too loose can have a negative impact on a child's mental and emotional development.

Types of parenting include authoritarian, permissive, democratic, and situational parenting. Authoritarian parenting tends to emphasize strict control and rules that children must obey without giving room for opinion. Meanwhile, permissive parenting provides children with wide freedom, but often without clear boundaries, which risks reducing children's self-discipline. Democratic parenting emphasizes two-way communication, in which children are involved in decision-making, allowing them to develop social skills and independence. In some situations, parents apply situational parenting, adapting the approach to specific conditions to maximize the child's developmental outcomes.

Different parenting characteristics affect the dynamics of parent-child relationships. Authoritarian parenting often causes children to feel pressured and less initiated, while democratic parenting encourages children to be more open and confident in expressing opinions. Permissive parenting, on the other hand, tends to produce children who are less disciplined and have weak self-limits. Ideal parenting creates a balance between providing affection and setting clear boundaries, which is important to shape children into responsible and independent individuals.

Various factors affect parenting styles, including personal experiences, economic conditions, education, and family cultural values. External factors such as work pressure, mental health, and social environment also play a role in determining the parenting style applied. In addition, gender roles and exposure to modern media also influence the way parents educate their children. By understanding these various factors, parents can adopt a more adaptive and responsive parenting style to the needs of children at every stage of development.

Permata Iman 2 Malang Kindergarten is one of the Islamic educational institutions in the middle of Malang City which carries the theme of my school, intending to attract the attention of children, especially those who have just entered school, as shown by the shape of a building that resembles a palace and other supporting infrastructure. Based on the results of pre-research observations, teachers prepare interesting learning to support children's development. Teachers also establish good communication and cooperation with parents through meetings at the beginning of the school year, distribution of learning outcome reports every month, and WhatsApp group chat communication to harmonize learning to achieve children's development as expected. The problem found by the researcher in the pre-research observation is that most of the children's parents are working and the child is entrusted to third-party care (*Baby Sister* and *Grandpa and Grandma*), so the interaction between parents and children is not optimal. Children's learning disciplines vary there are children who do not need to be asked to learn and have awareness to learn, some who need more encouragement to learn, and others who are very dependent on educators.

The parenting style applied by parents has a great influence on the learning discipline of early childhood, including at Permata Iman 2 Kindergarten Malang. Parents who apply consistent rules and provide examples of positive behavior help children understand the importance of discipline in the school environment. Parenting that emphasizes open communication allows children to feel comfortable sharing difficulties and problems faced,

thus helping to overcome learning challenges. In addition, Rena's research (2023) shows that parenting that supports independence and discipline has a significant impact on early childhood learning motivation. This result is in line with the findings of Dwi (2020), which revealed that democratic parenting tends to produce a higher level of learning discipline, compared to authoritarian and permissive parenting, which have the potential to reduce children's level of discipline.

Other research also highlights differences in child discipline based on parenting background and parental involvement. A study by Izzah et al. (2021) found that in kindergartens located in villages, parents tend to be less open to children's behavior, in contrast to parents in urban areas who are more involved. This shows the importance of communication in supporting the development of children's discipline. Sonita (2013) also highlighted that authoritative parenting has a low correlation with children's discipline at school, indicating that the parenting style applied may need to be adapted to the child's individual needs. In this context, collaboration between parents and schools, such as at Permata Iman 2 Malang Kindergarten, is the key to ensuring that the parenting style implemented can support the development of children's learning discipline optimally, help teachers recognize children's characters, and provide appropriate input to improve the learning process.

This is also corroborated by previous research, namely the existence of a relationship where children whose parenting style is low, the value of learning discipline is also low. On the other hand, children whose parenting style is high also have a high value of learning discipline. Parents must be able to improve the quality of their parenting by applying democratic parenting to children. However, in other studies it was found that there was no relationship between parental parenting and student discipline at school.

Regarding the background that has been conveyed above, the researcher is interested in researching the relationship between parenting and learning discipline of children aged 4–5 years at Permata Iman 2 Kindergarten Malang.

This study aims to describe the parenting style and the level of learning discipline of children aged 4–5 years at *Permata Iman 2 Kindergarten Malang*, as well as to explore the relationship between the two. The focus of this study is to understand how parental parenting contributes to the formation of child discipline in the school environment. The results of the research are expected to be useful for researchers in scientific development and as a condition for obtaining an *S.Pd.* degree, providing insight for parents in supporting children's education, as well as assisting schools in understanding external factors that affect student behavior. This research can also be a reference for future researchers who are interested in studying similar topics. By limiting the scope of research to 4–5-year-old children at *Permata Iman 2 Kindergarten*, this research is expected to be able to provide more focused and in-depth results

RESEARCH METHOD

This study uses a quantitative approach with an associative design to examine the relationship between parental parenting and learning discipline of children aged 4–5 years at Permata Iman 2 Kindergarten Malang. The quantitative approach was chosen because it allows objective data analysis through statistical methods to test hypotheses (Sugiyono, 2018b). Data were collected using questionnaires and analyzed using SPSS software to obtain measurable

and accurate results. This study involved the population of parents of students at Permata Iman 2 Kindergarten Malang, with a total population of 112 people and a sample of 67 people, taken randomly by the random sampling method.

The data collection technique involves a closed questionnaire based on the Likert scale to measure the extent to which parents agree or disagree with statements related to parenting and children's learning discipline (Sugiyono, 2019). The validity and reliability of the instrument were tested using a statistical test, where the test results showed that all items were valid and reliable with a Cronbach Alpha value of ≥ 0.6 . Data analysis was carried out through descriptive tests, classical assumption tests, and hypothesis tests, including t-tests and correlation coefficient analysis (Sugiyono, 2018b). The results of the study are expected to provide an overview of the relationship between parenting style and the level of child discipline and become a reference for the development of more effective educational programs at Permata Iman 2 Kindergarten Malang.

RESULT AND DISCUSSION

Based on the results of the questionnaire that has been distributed, the following data are obtained for the description of the respondents:

Table 1 Age Frequency Distribution

Age	Frequency	Percent
27-34	50	76,9%
35-42	15	23,1%

Table 2 Frequency Distribution of Gender

Gender	Frequency	Percent
Man	15	23,1%
Woman	50	76,9%

Source: Processed Data

It was found that respondents who filled out the questionnaire were predominantly aged 27-34 years with a frequency of 50 (76.9%), the rest consisted of age 35 -42 years old with a frequency of 15 respondents (23.1%). It was found that the respondents who filled out the questionnaire were predominantly female with a frequency of 50 (76.9%), the rest consisted of men with a frequency of 15 respondents (23.1%)

Data Description

Description of Research Data

The data from the research consisted of variables of parenting activities (X) and variables of child learning discipline (Y). In this section, it will be explained that the data from each variable that has been processed by looking at the mean value, median, mode, and standard deviation.

Parenting variables data on parental parenting was obtained from a questionnaire consisting of 18 items with 65 respondents. There are 5 answers including Strongly disagree,

disagree, less disagree, agree and strongly agree where the highest score is 5 and the lowest score is 1.

Based on Authoritarian Parenting, the results of indicators of lack of communication and the dominant role of parents were obtained. In this case, most parents strongly agree and describe that the parenting style of kindergarten children is more dominant for their parents. The results of democratic parenting the indicators of parent-child cooperation, and freedom of expression were obtained that most parents strongly agreed with the statement. This means that parents can cooperate and voice their children's opinions. Last result of permissive parenting high freedom items was obtained for children and lack of attention from parents and children. It was found that parents strongly disagreed and disagreed with the two indicators. This means that parents do not give high freedom to their children and do not agree with the lack of attention to children.

Data on parental parenting styles, the highest score was 39 and the lowest score was 1 with a mean of 57.02, a median of 58 and a standard deviation of 12.

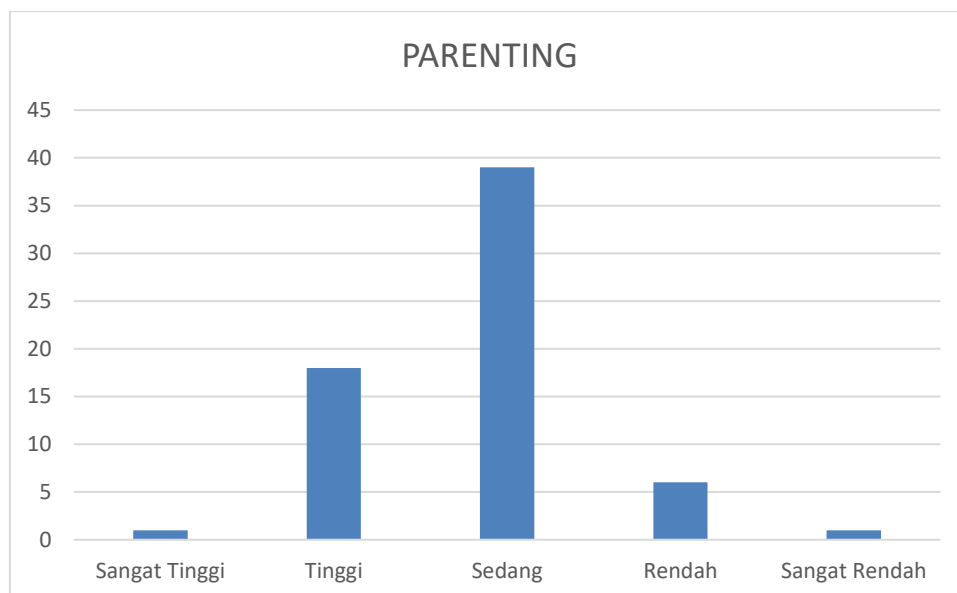


Figure 1 Parenting Variable Chart
Source : by Researcher

The tendency of the score of the parenting variable can be known by comparing the mean and value with the ideal mean criterion. From the results of the calculation, a mean of 57.02 was obtained. The mean price can be seen in the table below, which is on the medium criterion.

Table 3. Categories of Parenting Variables

No	Score Range	Frequency	Percentage	Criterion
1	$X > 72$	1	2%	Very High
2	$60 < x \leq 72$	18	28%	High
3	$48 < x \leq 60$	39	60%	Medium
4	$36 < X \leq 48$	6	9%	Low
5	$X \leq 36$	1	2%	Very Low

Source: Processed Data

Child discipline variables data on parental parenting was obtained from a questionnaire consisting of 20 items with 65 respondents. There are 5 answers including Strongly disagree, disagree, less disagree, agree and strongly agree where the highest score is 5 and the lowest score is 1.

Sub variable Perseverance data consists of 7 statement items, obtained on the focus on learning indicators, in statements 1,4,7, it was obtained that the dominant majority of parents agreed that their child was focused on learning and secondly, most parents did not agree that the child was focused on learning. The second indicator is spending time specifically studying, namely the 2nd and 5th statements, parents dominantly agreed with 31 respondents and disagreed with 28 respondents and 11 respondents disagreed, which means that children and parents have special time to study The third indicator is trying to get better, namely the 3rd and 6th statements where the dominant people agree that parents and children are trying to be better at disciplining learning time.

Sub-Variable of Independence data consists of 6 statement items. On the indicator does not depend on others on statements 8,10,12,13. In the indicator of not depending on others, it was obtained that parents mostly agreed with many respondents 16, 25, 31 respectively and for the 13th statement, namely toilet training where parents did not agree because it had not been applied to children. The second indicator is confidence in indicator 9.11 where in indicator 9 dominant parents do not agree with the statement. In indicator 11, parents agree that children can express their opinions against teachers.

Sub variables of responsibility data consists of 7 statement items obtained that in the indicator of carrying out the task given in statements 12,15,20 that the dominant parents do not agree and agree, which means that parents see that their children do not have a full sense of responsibility.

Data on children's learning discipline obtained the highest score of 28 and the lowest score of 1 with a mean of 3.55, a median of 4 and a standard deviation of 13.33.

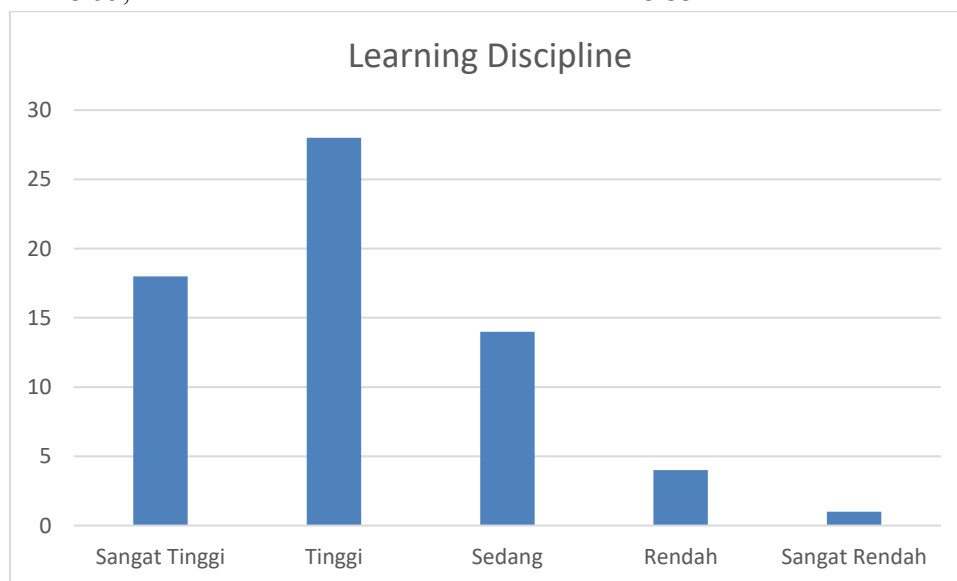


Figure 2 Graph of Learning Discipline Variables

Source : by Researcher

The tendency of the score of the variable score of children's learning discipline can be known by comparing the mean and value with the ideal mean criterion. From the results of the calculation, a mean of 3.55 was obtained. The mean price can be seen in the table below, namely on the high criteria.

Table 4. Categories of Tendency of Learning Discipline Variables

No	Score Range	Frequency	Percentage	Criterion
1	$X > 80$	18	28%	Very High
2	$67 < x \leq 80$	28	43%	High
3	$53 < x \leq 67$	14	22%	Medium
4	$40 < x \leq 53$	4	6%	Low
5	$X \leq 40$	1	2%	Very Low

Source: Processed Data

Based on Classical Assumption Test, the normality test was carried out to test whether the variables of parenting and child discipline in kindergarten that had a normal distribution of residual values were normal or not. The test used a statistical test of One-Sample Kolmogorov Smirnov (k-5) with the help of the SPSS 27 For Windows program. the results of normality where this test is used to see whether the data is normally distributed or not, a significance value of $0.200 > 0.05$ is obtained, then it can be said that the data is normally distributed

Based on hypothesis test, Correlation coefficient analysis is used to determine the direction and strength of the relationship between two or more variables. Direction is expressed in the form of positive and negative relationships, while the strength or weakness of the relationship is expressed in the magnitude of the correlation coefficient (Sugiyono, 2018a). A correlation value of 0.782 was obtained based on these criteria, it was obtained that the relationship between parenting and discipline of kindergarten children was categorized as high. The t-test basically shows how far the influence of individual independent variables in explaining related variations. The t-value was 28.950 and the t-value of the table was 1.997 and the significance value was 0.000. Where the t-value is calculated $> t$ table and the significance value is $0.000 < 0.05$ which means that there is a relationship between parenting and the learning discipline of kindergarten children. Coefficient of determination test (r^2) to find out the contribution of the independent variable affecting the bound variable shown in the form of a presentation. The R square value was obtained which is 0.611 which is close to 1, so the relationship between parental parenting and learning discipline is categorized as close to high

Discussion

The parenting style given by parents, between one parent and another, is of course different. This is motivated by the busyness of parents and experience in providing ways to guide and accompany children while studying at home. The number of children of Permata Iman 2 Malang Kindergarten in this study is 65 children with different parental backgrounds. From the results of the research, data were obtained regarding the parenting styles of different children.

Based on the results of questionnaires and interviews that have been conducted, there are three types of parenting styles applied by parents of children aged 4-5 years at Permata Iman 2 Kindergarten Malang. Parents are dominant in implementing a democratic parenting style which shows that parents of students to educate their children prefer to use democratic parenting, because for them by inviting their children to deliberate in making decisions can make their children more able to include their parents. For parents, educating children in such

a way can make children more respectful of their parents, so that children can be more involved and obeyed if they are told by their parents. Educating children with democratic parenting like this can make children more assertive in making decisions, so that children can practice discipline from themselves.

In addition to democratic parenting, there are not many parents who choose authoritarian parenting to discipline their children, because for them they educate their children by emphasizing what parents consider good for their children and their children must do the rules that have been made. If children do not comply with existing regulations, children will be punished by them, both materially and physically. They do this to make children more responsible in carrying out discipline both at home and at school, although this parenting style often gets opposition for their own children. But with this parenting style, it is rare to give rewards to children, because it is considered to spoil and lower the child's motivation, while applying corporal punishment without first examining the mistakes made. This parenting will form two characters of the child, namely: a child who is always rebellious, this child is more easily involved in delinquency or crime. and children who are introverted, withdrawn, avoid conflicts and children who are always willing to be ruled by others .

The learning discipline of each child at the age of 4-5 years at Permata Iman 2 Kindergarten Malang is different. This learning discipline is influenced by internal factors and external factors. Learning discipline is a concept that includes a series of behaviors and attitudes that support the child's learning process. This learning discipline includes aspects such as perseverance, responsibility, discipline, and a willingness to follow the rules set in the educational environment. Learning discipline reflects a mental attitude that includes perseverance, motivation, and responsibility in carrying out learning tasks (Rini, 2016)

The learning environment has a big impact on children's discipline. Factors such as noise, discomfort, or unavailability of learning facilities can hinder a child's ability to maintain focus and discipline in learning. Family support greatly affects children's learning discipline. When there is support and encouragement from parents or other family members, children tend to have greater motivation to stay disciplined in undergoing learning activities. The way teachers deliver material and manage the classroom also plays an important role. Teaching methods that are engaging and support children's active participation can improve learning discipline (Fatmawati et al., 2021).

Pressure from school, peers, or expectations from parents can affect learning discipline. Some children may feel overly stressed, while others may respond positively to set expectations. Every child has a different learning style. This factor can affect discipline, because children may encounter difficulties if the teaching method is not in accordance with the learning style. A child's physical health, such as sleep and fitness patterns, can also affect learning discipline. Children who are sleep-deprived or unwell may have difficulty maintaining concentration and discipline. A fair and transparent assessment system can motivate children to stay disciplined. On the other hand, a system that is considered unfair or unclear can be detrimental to learning discipline. Giving encouragement and rewards can spur learning discipline. Children who get recognition for their achievements tend to be more motivated to stay disciplined (Akuardin Harita, Bestari Laia, 2022) .

Based on the analysis of data that has been known, there is a significant relationship between parental parenting and the level of children's learning discipline. We can measure children's learning discipline through several indicators, including children focusing on learning, children taking time to learn, children trying to be better, children do not depend on others, children have confidence, children carry out the tasks given, children accept the risks that have been done and children comply with existing regulations.

The results of the product moment correlation calculation obtained a correlation coefficient value (r) for the relationship between parental parenting and the level of child learning discipline of 0.782. The relationship between parenting and children's learning discipline can be said to be very strong. The significance value is $28,950 > 1,999$ so that it can be explained that the relationship between parental parenting and children's learning discipline is significant with a significance level of 5%.

In accordance with the hypothesis test of the explanation that has been described, the results of the analysis that have been carried out explain that it is true that there is a significant relationship between parental parenting and the learning discipline of 4–5-year-old children at Permata Iman 2 Kindergarten Malang. Therefore, it is understandable that if parents do not care about the formation of children's character or underestimate education, then it is likely that the formation of children's character, especially children's discipline, will not develop optimally as well. Or parenting is closely related to the level of discipline formation of children aged 4-5 years at Permata Iman 2 Kindergarten Malang.

This research is in line with other research that has been conducted by the research title Multi-Site Study of Early Childhood Discipline in City Kindergartens and Village Kindergartens. To find out the multi-site study of early childhood discipline in City Kindergarten and Village Kindergarten. The researcher uses one of the case study designs, namely multi-site studies (Izzah et al., 2021), which is a qualitative research design that involves several sites and research subjects as cases. The results of the study are known that in institutions in villages, parents are rarely open about positive or negative things that children do.

CONCLUSION

The study concludes that democratic parenting fosters greater responsibility and critical thinking in children, while a high level of learning discipline is evident among the students. The research demonstrates a strong, significant positive relationship between parental parenting styles and children's learning discipline, which also correlates with improved academic achievement at school. Based on these findings, it is suggested that future research further explores aspects of parental parenting and children's learning discipline that were not addressed in this study, potentially examining different contexts or additional influencing factors. Additionally, schools and teachers are encouraged to use these insights to actively collaborate with parents, ensuring that consistent and supportive parenting strategies are implemented to optimize child development.

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