THE EFFECT OF PARENTING STYLE AND PEER ASSOCIATION ON STUDENT'S LEARNING DISCIPLINE

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Abstract

This research aims to determine the effect of parenting style and peer association on students' learning discipline in an elementary school cluster 5, region III, Cakung district. This research uses a quantitative approach meaning that the data that has been collected in this research is presented in form of numbers and analyzed using statistics with the help of SPSS Version 26. The sampling technic used in this research is proportionate stratified random sampling. The sample was taken from 85 students in IV, V, and VI grades, and selected randomly. The data collection technic uses primary data obtained through questionnaires and documents/archives. The data analysis technic uses a multiple regression technic, with partial hypothesis testing (t-test), simulation (F test), also coefficient determination (R^2). The result of this research shows the significant effect of parenting style and peer association on students' learning discipline in an elementary school cluster 5, region III, Cakung district, With F-count bigger than F-table (798,504>3,123, and the significant value is smaller than 0,05 (0,000<0,05), also R^2 is 97% which is explained by independent variable on the dependent variable and the rest 2,5% which is explained by another uninspected variable.
Keywords: Parenting style, peer association, students' discipline

INTRODUCTION

Education is a conscious and planned effort to make a learning atmosphere and learning process for students actively develop their self-potential to have a religious spiritual strength, self-experience, personality, intelligence, good morals, and the needed skill by themself, society, and the nation and state. (UU No. 20 the Year 2003 concerning national education system). In general, the purpose of education is to educate and develop the self-potential of the students. With the growth of intelligence and self-potential therefore every student can have knowledge, creativity, a healthy body and spirit, a good personality, independence, and become a responsible member of society.

In the world of education, love, attention, care, and guidance are very needed by students. One of the quality examples is the habit and time discipline in learning. The parenting style has a big impact on students' personalities

This is related to the notion from Tafsir (in Djamarah, 2014:51) stated that the pattern of parenting style is a parent's consistent and persistent effort in keeping and guiding students from birth to adolescence. Based on the statement above it can be concluded that parenting style is a process of communication between parent and student, which includes activities such as nurturing, educating, guiding, and also disciplining them in reaching maturity process whether directly or indirectly.

In addition to that, according to Helmawati (2014:138-140), there are four types of parenting styles for students which are authoritarian parenting (parent oriented), permissive parenting (children centered), democratic and situational

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parenting. Each parenting style affects differently to students. Moreover, parents are expected to be able to choose and implement the right parenting style for their children.

The phenomenon that happens nowadays is that there are still parents who prefer to keep themselves busy in their job rather than nurturing, guiding, and playing with their children at home. Parents are rather put trust in schools, and learning institutions. That kind of parent's attitude needs to get attention, because that could make students feel less noticed, nurtured, and guided. In addition to parenting, the students also have to be directed in their relations with their peers, to keep their attitude and character positive. Peers also play an important role in determining the formation of character and noble character of students.

Santoso (2004:79) peer association is the second main institution in socializing. In the process of building the character of the students, parents and teachers need to be careful in what method they use, such as using disciplinary in education. Discipline is a process of training the mind and the character of the students gradually to be a person who will have a self-control to follow society's rules.

According to Soegeng (in Tu'u 2004:31), stated that discipline is a condition created and formed through a series of behaviors that show a value of obedience, loyalty, or a sense of order. Those values have been a part of behavior in their life. That behavior is created through the fostered process by family, education, and experience. In addition, Bernhard (in Shochib, 2014:3) stated that self-discipline aims to seek to develop students' interests and to develop students to be better friends, neighbors, and citizens.

The upper-class age is the age that is easily influenced by their peers. It can be seen by the way they learn in a classroom, some students who don't pay attention in the learning process are distracting their peers during lessons, talking with other peers, and when they are given tasks by the teacher only a couple of students that complete the task on time. In addition to that during learning while the teacher is not in the classroom, some students are making chaos which will be followed by other students. This of course makes a noisy classroom and disturbs other students. Therefore, discipline is an important key to the success of students learning.

METHOD

This research uses a quantitative approach, meaning the data collected in the research process are presented in form of numbers and the analyzing method uses statistics with the help of SPSS Version 26.

The initial stage of the data collection process in this research is the determination of the data collection tools, followed by making data collection tools to be valid and reliable. Then, followed by data collection sourced from two types of data which are primary data that uses a questionnaire and secondary data that are taken from books, journals, archives/documents, the internet, etc.

The measurement of the research instrument uses the Likert Scale measurement, which is a scale that can measure attitude, opinion, and person's perception about a certain object or phenomenon (Syofian Siregar, 2013:50)

Table 1. Likert's scale

Alternative answer	Score of statements	
	Positive	Negative
Always (AW)	4	1
Often (OF)	3	2
Rarely (RR)	2	3
Never (NV)	1	4

The analyzing technic and data processing technic used in this research instrument tests are validity and reliability test, while the benchmark to determine the degree of reliability are compared such as in the table below.

Table 2. Interpretation r-value

Total R-Value	Interpretation
Between 0,800 to 1,00	High
Between 0,600 to 0,800	Enough
Between 0,400 to 0,600	Rather low
Between 0,200 to 0,400	Low
Between 0,000 to 0,200	Very low

The Instrument test continued with the basic assumption test which includes normality and homogeneity, the hypothesis test which includes partial **(t-test),** the simultaneous test **(f-test);** coefficient determination test **(R2)**, double linear regression analysis; moderate regression analysis test; and statistic hypothesis. From those instrument tests, it can be taken a conclusion from the hypothesis that has been determined beforehand.

RESULTS AND DISCUSSION

The researcher takes data that is correlated with the research method that is used. Then the questionnaire is done by checking the process in order to know whether the answers filled in the questionnaire are complete or not. The following is the data from the spreading questionnaire which is shown in Table 3 below.

Table 3. Data Spreading Questionnaire

Description	total
Questionnaire spreaded	85
Questionnaire does not return	0
Questionnaire returned	85
Questionnaire uncompleted	0
Questionnaire processed	85

In this research, 85 questionnaire was spread by the researcher which is the total sample, and the questionnaire returned as many as 85. Therefore, all of the questionnaires can be processed by the researcher.

The Respondents Based On Grade Level

The respondents used as a sample in this research based on the grade level which in grade IV (four) are 28 persons (33%), in grade V (five) are 28 persons (33%), and in grade VI (six) are 29 persons (34%). The following is the respondents' diagram based on grade level.
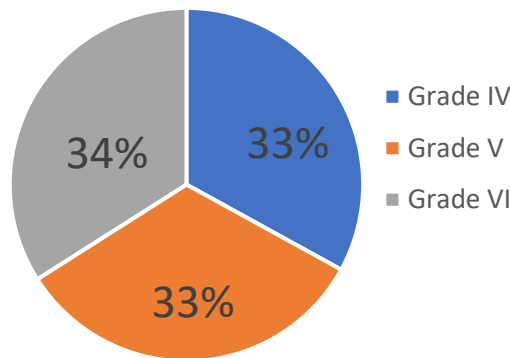
Figure 1. Respondents diagram based on grade level

Respondent Based On Gender

Respondents used as a research sample based on gender are 37 male respondents (44%) and the rest are 48 female respondents (56%). This data shows that majority of the respondents are female. The following is the diagram of respondents based on gender.
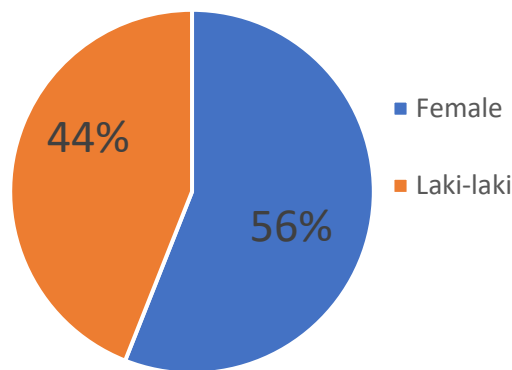
Figure 2. Diagram Respondents based on gender

Respondent Based On Age

Respondents used as a research sample based on age majority are the age 13 years old are 32 respondents (37%). Meanwhile, respondents aged 9 years old are 1 respondent (1%), respondents aged 10 years old are 5 respondents (6%), age of 11 years old are 21 respondents (24%), age of 12 years old are 26 respondents (31%) and age of 14 years old is 1 respondent (1%). The following is respondent diagram based on age.

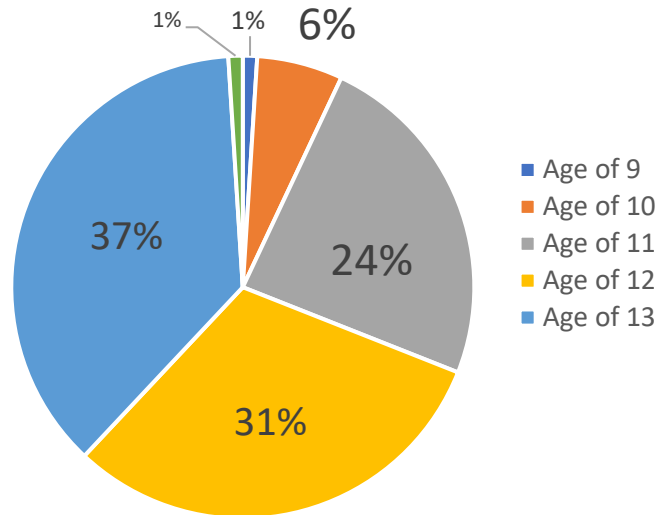**Figure 3. Diagram respondents based on age**

Data Validity Test Recapitulation

The validity test of the variable X1 (Parenting style) from 24 questions, 36 questions are valid, and 7 questions that are not valid. The score of r-count on the X1 variable 18 quesexceeds r-table. While the 6 questions which are numbers 1,7, 12, 17, 29, 31, and 36 are below the r-table which is 0.396. From 36 validity test questions of the variable X2 (Peer Association), 27 items are valid. The r-count score on the X1 variable contains 27 questions that exceed the r-table. While the 6 questions which are number 2, 7, 11, 17, 20, 26, 24, 31, and 36 are below the r-table which is 0.396. The validity test on the Y variable (Student Learning Discipline) showed that the 25 questions are valid. The r-count score on the Y variable has 24 questions that exceed the r-table, which is 0.396. While 1 question, which is number 25, scored below the r-table, which was 0.396.

Data Validity Test Recapitulation

The result of the reliability test of variable XI (Parenting style)

Table 4. Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Table 5. Reliability Statistics

Cronbach's Alpha	N of Items
.878	36

The reliability test result of variable XI shows that the value Cronbach Alpha is 0,878 which is bigger than 0,6.

Based on the reliability criteria, where an instrument of research is considered

reliable if the coefficient reliability is Cronbach Alpha > 0,6.

The reliability test result of variable X2 (Peer association)

Table 6. Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Table 7. Reliability Statistics

Cronbach's Alpha	N of Items
.881	36

The reliability test result of variable X2 shows that the value of Cronbach Alpha is 0,881 which is bigger than 0,6. Based on reliability criteria, where an instrument is considered reliable if the coefficient reliability is Cronbach's Alpha > 0,6.

The reliability test result of variable X2 (peer association)

Table 8. Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded[a]	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Table 9. Reliability Statistics

Cronbach's Alpha	N of Items
.881	36

The reliable test result of variable X2 shows that the Cronbach's Alpha value is 0,881 which is bigger than 0,6. Based on the reliability criteria, where an instrument is considered reliable if the reliability coefficient is Cronbach's Alpha > 0,6.

The reliable test result of the variable of Y (students' learning discipline)

Table 10. Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded^a	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

Table 11. Reliability Statistics

Cronbach's Alpha	N of Items
.883	25

The reliability test result of variable Y shows that the value of Cronbach Alpha is 0,883 which is bigger than 0,6. Based on reliability criteria where an instrument is considered reliable if the coefficient reliability is Cronbach's Alpha > 0,6.

Data Research Questionnaire

Table 12. Parenting Style

No	Statements	Options				Total Score
		AW	OF	RR	NV	
1	I am allowed to watch television whenever I want.	11	48	75	100	234
2	My parents are more concerned with their work so I get less attention.	14	28	42	56	140
3	My parents do not give rules to come home from school on time.	18	48	57	76	199
4	I'm allowed to play even though I haven't done my schoolwork.	10	42	102	80	234
5	My parents don't apply any rules to me	8	56	84	84	232
6	I'm not afraid to skip school even if my parents know about it.	8	56	84	84	232
7	My Parents let me hang out with whoever I want.	16	44	51	120	231
8	If I'm in trouble, my parents let me find a way out on my own.	33	26	54	84	197
9	My parents allow me not to go to school even though I am not sick and there are no family events.	7	30	81	144	262
10	My parents let me to understand what is good and what is wrong by myself.	9	46	66	124	245

No	Statements	Options				Total Score
		AW	OF	RR	NV	
11	My parents are not angry when I make a mistake, because they think I do not understand anything.	34	22	24	128	208
12	My parents don't care what I do	8	14	90	160	272
13	My parents didn't forbid me to buy the snacks I wanted.	15	30	33	176	254
14	Parents let me choose any activity i like	6	42	84	120	252
15	If the homework is not clean, my parents ask me to come back to clean it	15	40	69	108	232
16	If learning outcomes are not good, my parents tell them to study harder than usual.	6	34	63	164	267
17	My parents require me to repeat the work that is considered wrong	8	14	90	160	272
18	My parents don't like it when I go against their word.	15	30	33	176	254
19	I have to obey the rules made by my parents at home even though I don't like it.	11	48	75	100	234
20	Parents will give punishment if I don't obey them.	14	62	69	68	213
21	My parents called me in a loud voice when I ordered	18	48	72	76	214
22	Parents will be angry and think I'm presumptuous if I give ideas for family purposes.	10	42	102	80	234
23	Parents get angry when I don't like it	8	56	84	84	232
24	My parents asked and discussed what I wanted in every way.	24	46	51	84	205
25	My parents invite me to discuss a problem	26	20	51	128	225
26	Parents reward the test results, even if the scores are sufficient.	37	32	39	76	184
27	My parents always support me when I do good deeds	7	46	69	128	250
28	Parents support to explore my self-potential.	32	32	24	116	204
29	My parents guide me in making decisions with full responsibility	13	32	36	176	257

It can be seen the response of students (respondents) to parenting as measured by the type of parenting that is most widely applied to students in State Elementary Schools by their parents is permissive and authoritarian parenting which ranks first with a score of 272, namely parents support to explore the student's self-potential.

Table 13. Peer Association

No	Statements	Options				Total Score
		AW	OF	RR	NV	
1	Me and my friend talk about the television show that we like.	11	48	75	100	234
2	If there is a good news I inform all my friends.	14	28	42	56	140

No	Statements	Options				Total Score
		AW	OF	RR	NV	
3	I love someone who has and the same hobby and interest as me.	18	48	57	76	199
4	I do the things I love by myself.	10	42	102	80	234
5	In the break time I prefer to be around my friends.	8	56	84	84	232
6	I only play the game that my friends play.	16	44	51	120	231
7	Me and my friend work together when doing the assignment.	33	26	54	84	197
8	I suggest the play spot when I'am playing wigh my friends.	7	30	81	144	262
9	I don't mind to study anywhere as long as I am with my friends.	9	46	66	124	245
10	When there is a sick friend I take them to the student's health center.	34	22	24	128	208
11	I cancel my appointment because my activity is much more fun.	8	14	90	160	272
12	I will help the friends in need.	15	30	33	176	254
13	I love to play and study with many friends.	24	36	48	108	216
14	I solve a problem together with friends.	6	42	84	120	252
15	I love to play in a new environtment and get a new friends.	15	40	69	108	232
16	I try to get to know someone that I just met.	6	34	63	164	267
17	I tell my experience to my friends.	8	14	90	160	272
18	If I have a problems I don't tell to my friends.	15	30	33	176	254
19	If there is a good news I inform all my friends.	12	48	75	96	231
20	I play with many friends.	14	60	72	68	214
21	I get Uncomfortable when someone new join the group.	6	46	93	100	245
22	I spend all my time with my friends.	19	36	96	64	215
23	I am very excited when my friends is making a meeting.	24	24	75	96	219
24	If I have an assignment I don't do it.	16	44	72	92	224
25	I give a suggestion to my friend in making decision.	12	62	48	104	226
26	I love working on a group that's why I follow the rules.	28	26	51	108	213
27	I love things without paying attention to the rules.	47	16	33	76	172

So it can be seen that the response of students (respondents) which is often done by students in State Elementary Schools is from the sense of togetherness where it ranks first with a score of 272, which is in solidarity and openness.

Table 14. Student's learning discipline

No	Statements	Options				Total Score
		AW	OF	RR	NV	
1	Saya datang ke sekolah tepat waktu.	18	48	72	76	214
2	Saya menyusun jadwal belajar di rumah.	10	20	30	40	100
3	Saya bangun pagi-pagi untuk bersiap pergi ke sekolah.	8	56	63	84	211
4	Saya datang tepat waktu saat diadakan belajar kelompok	8	56	84	84	232
5	Saya datang tepat waktu saat mengikuti ekstrakulikuler	16	44	51	120	231
6	Saya berusaha membaca kembali materi yang diajarkan di sekolah pada saat pulang sekolah.	33	26	54	84	197
7	Saya berusaha mencatat materi yang penting saat pelajaran berlangsung.	7	30	81	144	262
8	Saya selalu memperhatikan guru saat mengajar.	9	46	66	124	245
9	Saya sudah berada di kelas sebelum guru dating	34	22	24	128	208
10	Saya aktif bertanya saat kegiatan pembelajaran	8	14	90	160	272
11	Saya menyelesaikan pekerjaan rumah sebelum pergi bermain.	15	30	33	176	254
12	Saya menyambut soal latihan individu yang diberikan guru dengan semangat.	6	42	84	120	252
13	Saya mengerjakan tugas dengan sungguh-sungguh	15	40	69	108	232
14	Saya mengumpulkan tugas yang diberikan guru tepat waktu	6	34	63	164	267
15	Saya tetap tenang saat mengerjakan tugas yang diberikan oleh guru.	8	14	90	160	272
16	Saya menyiapkan buku untuk sekolah pada malam hari sebelum tidur.	15	30	33	176	254
17	Saya hanya akan belajar jika akan diadakan ulangan	11	48	75	100	234
18	Saya belajar tanpa diperintah oleh orang tua.	14	62	69	68	213
19	Saya mengerjakan pekerjaan rumah sebelum pergi bermain	18	48	72	76	214
20	Saya mengerjakan pekerjaan rumah dengan sungguh dungguh	10	42	102	80	234
21	Saya membawa peralatan sekolah sendiri.	8	56	84	84	232
22	Saya terkadang lupa membawa pekerjaan rumah.	24	46	51	84	205
23	Saya mengerjakan ulangan dengan menyontek.	26	20	51	128	225
24	Saya memakai seragam lengkap (kaos kaki, sepatu dan ikat pinggang) dan rapi.	37	32	39	76	184

It can be concluded from the variable of students learning discipline in Elementary School is the discipline in

The results of data processing and analysis testing with the SPSS version 26, shows that there is an effect of parenting style on the learning discipline of student in Public Elementary School, this is confirmed by the partial testing result (t-test) which shows that t-count is bigger than t-table, which is 14,681 > t-table 1,992, therefore it can be concluded that variable of parenting style has a significant effect on student's learning discipline. The result of regression shows that variable parenting style generates a coefficient value of 0,666 which means the parenting style has an effect on students' learning discipline of 66,6%. This is in line with Baumrind's theory which stated parenting style is categorized into four types:1) The neglecting parenting style is where the parents are not involved in the life of the students. 2) The Permissive parenting style is where the parent is involved in the student's life but is limited in the restriction of their behavior. 3) The authoritarian parenting style where the parent restricts and punishes also pushes the student to follow their rules. 4) The democratic parenting style is where the parent pushes the student to be independent but also puts limitations and control on the student. In this research, the most dominant parenting style is the democratic style. Where can be seen that the response of the students in the first place is the permissive and authoritative parenting style with a score of 272, that way, the parents give freedom and restriction to develop their talent. In this research the parenting style has a regressive coefficient bigger than the previous study

CONCLUSIONS

Based on the result of the research it can be concluded that there is an effect of parenting style and peer association on the student's learning discipline in Public

completing the task, which ranked first with a score of 272 which is staying calm when finishing off the task given by the teacher.

(Albertus Agung Vidi Susanto), this stated that the learning discipline in Public Elementary School is significantly affected by the parenting style of their parents.

There is a correlation between the parenting style and the peer association with the student's learning discipline in Public Elementary School. This is confirmed by the simultaneous test with the result of f-count > f-table, which is 798.504 >3,123 therefore the decision taken is Ho is rejected and Ha is accepted. It can be concluded that the similarity of variables of parenting style and peer association as the independent variable play a significant role in students' learning discipline as the dependent variable. On the determination test, the variable of parenting style and peer association on the student's responsibility resulting an adjusted R square value of 0,975 which means that the student's learning discipline is affected by parenting style and peer association of 97% while 97,5% is affected by other cause outside the research.

Based on the table R-square of the first regression, the value of the adjusted R^2 is 0,975. This means 97,5% of the variable dependent on a student's learning discipline can be explained by an independent variable which is parenting style and peer association. After it has been counted using moderate regression analysis, table R^2 comes down to 0,976. Thus, it can be concluded that "The hypothesis is accepted". Therefore, it is safe to say that the variable of parenting style amplifies or increases the effect of peer association on the student's learning discipline.

Elementary School. This is proven by the result of the double linear regression analysis that shows Y=867+0666 XI + 0,188 X2.

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