THE RELATIONSHIP BETWEEN PARENTAL SUPPORT AND STUDENT DISCIPLINE CHARACTER IN 4TH GRADE INDEPENDENT CURRICULUM

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Article Info	Abstract
Article History: Accepted March 2024 Revised December 2023 Approved November 2023	Family involvement in education plays a crucial role in shaping a child's character. Children with solid character contribute to preparing the next generation to face the nation's changes. This research analyzes the relationship between parental support and the disciplined character of 4th grade class B students at MI An Nuur Cahaya Umat. The research involved 16 4th grade class B students at MI An Nuur Cahaya Umat. This research is a correlational study. The data collection method was a questionnaire, with respondents filling out a checklist and guided by a Likert scale. The data analysis technique employed in this research is the Pearson product-moment correlation analysis by Karl Pearson. The data analysis was conducted to observe the relationship between two variables, using the parametric technique with paired sample t-test, resulting in a significance level of 0.040 and Pearson correlation score of 0.518, indicating a moderate correlation. Therefore, the research findings show a significant relationship between parental support and discipline character. Thus, the conclusion drawn from this research is that higher parental support leads to the formation of stronger discipline character in students. Conversely, lower parental support correlates with lower levels of student discipline. **Keywords:** Parental Support; Discipline Character; Students

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A. Introduction

Based on Article 5 of Minister of Education and Culture Regulation No. 30/2018, as discussed in the journal (Mulyati, 2021), which explores the forms of family involvement in education detailed in the subsequent articles from Article 6 to Article 11, it is mentioned that families, especially parents, play a crucial role in providing support for the formation of character and morality in children. Parents must actively cultivate students' character values in school, family, or community environments. Character education is crucial to be imparted to students from an early age. Education conducted in schools, as a formal institution where learners are guided and educated, should not only be seen as a transfer of knowledge but also as a transfer of positive habits to train and instill in students the development of good character.

Students in elementary school or Madrasah Ibtidaiyah do not just receive education in schools; they also acquire essential education in their environment. Parents, occupying the primary role in providing education for students, must consistently support the students' development (Hendracipta et al., 2023). According to the law on the national education system, Law No. 20 of 2003 concerning national education, Article 1, Paragraph 1 states, "Education is a planned and conscious way to create a learning atmosphere in the teaching and learning process that makes students active and interactive, enabling them to develop their abilities, including spiritual character, personality, intelligence, and skills" (Ansori, 2020).

The success of education for children involves the crucial role of parents in their developmental process. According to Sukiman, "Children greatly need full support and guidance from parents because not all educational needs can be fulfilled in school alone. Parental involvement and support greatly aid children in advancing and developing, whether in terms of knowledge, attitude, or skills" (Rahmawati, 2022). Support is defined as a form of concern, providing assistance based on the intention of each individual to help in both physical and psychological aspects, such as feeling valued, loved, accepted, and noticed (Yelvita, 2022). This parental

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support can shape a child's soul, making them feel acknowledged and appreciated (Mulyantoro & Khosiyono, 2023).

Education for children is inseparable from the importance of instilling character education in their souls. Parental support is divided into several forms: financial support, spiritual support, instrumental support, information support, and one of them, social support. The presence of social support makes the individual feel valued. This understanding also aligns with Wills' theory, which states that social support leads to caring and comfort towards others. According to Cohen & Hoberman (Christin wibhowo, 2022), social support includes emotional support, tangible support, and a sense of being accepted.

According to the stated statements, parental involvement and support in student education emphasize that parents are at the forefront and must be involved in student development and education. The support provided by parents also has factors that can influence the discipline character of students. The factors such as parental support, the issues faced by the individuals, the time given by parents to support their children, the social needs of parents, the psychological factors of parents and students, physical needs, the type of support provided, and acceptance of social support (Normasari et al., 2021). As the first school, parents guide their children to become intelligent and characterized individuals.

Education is not just about academic and non-academic knowledge, but the cultivation of character is also crucial. Character education, according to the Ministry of Education and Culture (Muchtar & Suryani, 2020), fundamentally derives from the terms "education" and "character". The meaning of education is interpreted as a process in character formation, while character itself is defined as an outcome achieved through an ongoing educational process. Character education in children is essential because it prepares the next generation to face the nation's changes (Yulianti, 2021).

Character education for elementary school or madrasah students is an effort undertaken by parents to nurture, care for, and guide students. It aims to create skills and in-depth knowledge in individual students, enabling them to explore their understanding of their surroundings. Aristotle also argued that character is closely

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related to behavioral habits (Musa, 2023). Character education is a way to shape the development of a child's soul, both physically and mentally, and an effort to cultivate the individual soul to have good manners (Anisyah et al., 2023). From the explanation about character education, the habits children acquire in the learning environment, both in the madrasah and the students' surrounding environment, also influence the success of character education in students.

Achieving success in instilling character education in students requires ingraining a disciplined attitude in the individual's soul. Discipline is an effort to control behavior, shape oneself, and train individuals' conduct rules (Karmelia et al., 2019). he cultivation of discipline in a child begins with the personal example set by the parents themselves. Discipline can be seen as a form of habit, a conscious effort that trains character and spirit always to obey rules and respect norms, preventing violations (Zendrato & Lase, 2022). According to (Dakhi, 2020) discipline can be considered a form of habit, a conscious effort that trains character and spirit always to obey rules and respect norms, preventing violations.

An individual's behavior that adheres to rules, norms, and habits prevailing in their living environment manifests discipline (Lili Kasmini et al., 2020). According to (Sulistiyono, 2022), the purpose of discipline is to ensure that an individual behaves following agreements and established rules.

From the definitions above, discipline is a character in an individual to behave obediently and adhere to all established rules, whether regulations, habits, or responsibilities, carried out with full awareness and accountability if the rules are violated. Disciplinary behavior often becomes an issue in children, where they frequently violate the established rules. Instilling discipline in students is a challenging task. It is not solely the school's responsibility but also requires awareness from the child, support from parents, and the environment in which the child lives.

External and internal factors in students usually cause factors that make children disobedient to discipline. A lack of discipline in children is generally influenced by internal factors such as a lack of motivation to obey rules, indifference to regulations, and a lack of awareness of discipline (Melati et al.,

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2021). In addition to these factors, children may also exhibit laziness, boredom, and a perception that rules and regulations are merely written and do not need to be followed. The child's living environment often derives from external factors contributing to a lack of discipline. The surrounding environment has a significant impact on a child's discipline. The primary influencers in the child's living environment are the family and peer group, mainly because the family may need to pay more attention to the child. Disciplinary violations usually happen due to adverse reactions, where children feel that their needs have not been adequately met (Pinontoan, 2023).

Parents often encounter common issues where they need to pay more attention to their children and provide motivation and appreciation when the child behaves positively. Some parents are also busy working and rarely have time to gather and inquire about their children's well-being (Karisma & Wiranata, 2023). The connection between discipline in a child and parental support significantly influences the behavior the child will exhibit. When a child feels supported, opportunities for positive behavior and discipline arise. Conversely, a child who needs more attention and support from parents tends to be more challenging to guide by others.

Based on the observation results conducted in 4th grade of MI An Nuur Cahaya Umat has identified various problems related to parental support and students' disciplined character. The issues arise because not all students receive full support from their parents. The evidence lies in parents who tend to provide support only regarding facilities and infrastructure and require more attention to students. It has an impact on the formation of disciplined character in students. Students who receive insufficient attention from parents tend to have lower levels of discipline and are indifferent to the rules and discipline in school. Based on the above explanation, we can understand that parental support can positively and negatively influence children. With support from parents, students will be motivated and feel valued when behaving simply. It proves that parental support is crucial for the development process of children, especially for elementary school or Madrasah Ibtidaiyah students, who still depend on their parents.

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Efforts made by the school and parents to address the issue of discipline character in children have involved various methods and approaches. From the observations conducted at MI An Nuur Cahaya Umat, the school has established rules and regulations applicable to all school members, such as arriving before 07:00 AM, wearing the uniform according to the schedule, dressing modestly (women wearing *hijab* or veil and men wearing *peci* or *kopiah*), participating in religious activities such as Dhuha prayer, Dhuhr and Asr prayers in congregation, *murajaah*, and reading and writing the Qur'an. Educators and the school principal have set an example by behaving by following the rules. Additionally, parents play a role in providing guidance and examples of discipline to students. Parents also establish disciplinary rules at home and school for their children. However, from the observed results, many students still arrive late, show indifference to their surroundings, do not follow the rules at school and in the classroom, and some still violate the agreed-upon rules. Therefore, the author is interested in researching the relationship between parental support and the disciplined character of 4th grade students at MI An Nuur Cahaya Umat Sleman.

B. Methods

This research is a correlation study aimed at determining the relationship between two variables: the independent variable, which is parental support, and the dependent variable, which is disciplined character. The researchers conducted the research over four months (August-November 2023) in 4th grade of MI An Nuur Cahaya Umat, Sleman, Yogyakarta. The research subjects were 16 students in class IVB. The researchers collected data by using a questionnaire with Likert scale-guided checklist sheets. The data analysis technique employed Pearson correlation analysis from Karl Pearson. The data sources for this research were students and parents from 4th grade of MI An Nuur Cahaya Umat. Data collection and processing were carried out through observation and distributing questionnaires to students and parents. The researchers conducted observations to observe students' disciplinary activities. Data collection from students was done by spreading and guiding the completion of questionnaires by the researcher. Researchers collected data from

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parents using classical techniques. The data analysis technique used in this study to determine the relationship between parental support and the disciplined character of students used the parametric Pearson correlation technique because it fulfilled the prerequisites of normality (0.410) and homogeneity (0.991). The research procedure involved various stages: planning, questionnaire creation, instrument testing, data presentation, and conclusion drawing. The researchers utilized the Statistical Package for Social Sciences (SPSS) version 26 to examine the correlation results obtained with a significance level of 0.040> 0.050 indicating a correlation. The correlation test result was 0.518, categorized as moderate.

C. Results and Discussion

The research conducted at MI AN Nuur Cahaya Umat Sleman to examine the relationship between parental support and students' disciplined character involved distributing questionnaires to students and parents. The questionnaire distribution to students was guided based on correlation testing of variable x (parental support) and variable y (disciplined character), with the next step involving conducting the correlation testing, as outlined below:

Table 1
Correlation Test of Parental Support with Disciplined Character in 4th Grade Students of MI An Nuur Cahaya Umat Sleman

Correlations

		Parental Support	Discipline Character
Parental Support	Pearson Correlation	1	.518[*]
	Sig. (2-tailed)		.040
	N	16	16
Discipline Character	Pearson Correlation	.518[*]	1
	Sig. (2-tailed)	.040	
	N	16	16

*. Correlation is significant at the 0.05 level (2-tailed).

The table above shows the correlation test results obtained from the questionnaire on the scale of parental support and disciplinary character, depicting

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the overall relationship between parental support and the disciplinary character of 4th grade students. It refers to the significance level and Pearson correlation value based on Sugiyono's theory to interpret the results. The obtained significance result is 0,040>0,050 through the Pearson correlation with the r-table, which categorizes it as correlated. The Pearson correlation tested the results for parental support with disciplinary character with a result of 0.518* and the asterisk (*) indicates a relationship between the independent and dependent variables. Furthermore, the obtained results can be compared to the r-table at a 5% significance level, considering the sample of 16. The correlation test result for parental support and disciplinary character variables is 0.518, more significant than the r-table (0.497), indicating a correlation relationship.

The data analysis results obtained from the research conducted on 16 students indicate that the majority of students who receive parental support influence the disciplinary character of students. The result of 0,518 with a significance level of 0.040 and the research sample is in the moderate category with a positive relationship provides evidence. Therefore, it can be concluded that a positive relationship exists between parental support and disciplinary character in 4th grade students at MI An Nuur Cahaya Umat Sleman.

As defined by Ellis, Thomas & Rollins (Yelvita, 2022), parental support is interpreted as an interaction carried out by parents in the form of encouragement, supervision, and care as a positive feeling from parents to their children. As the primary actors in the family environment, parents provide a pattern of guidance that children will imitate, including speech, behavior, and parents' habits, both directly and indirectly (Ramly & Burhaman, 2022). The research results indicate that most students receive support from their parents. Examples of parental support behaviors, according to (Hutagalung & Ramadan, 2022), include: 1) Introducing children to the environment and positive influences. 2) Instilling character education in children intensively. 3) Demonstrating good behavior and respecting others. 4) Teaching children to be patient and not easily emotional when things are not as desired. 5) Involve children in everything parents do so that they understand and can help others.

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The testing and research results on the relationship between parental support and disciplinary character, both on the sample of 16 students in 4th grade MI An Nuur Cahaya Umat, obtained a Pearson Correlation result of 0.518* and categorized as a moderate correlation, with a significance level of 0.040, indicating a correlation between the variables examined in the research. The research results show a positive relationship between parental support and students' disciplinary character, as noted in the r-value of 0.518, signifying a significant relationship in the moderate category. Thus, individuals around the students, especially parents, influence the overall formation of students' disciplinary character.

Parents' support includes social, financial, instrumental, spiritual, and informational support. According to Cohen & Hoberman (Christin wibhowo, 2022), types of social support include emotional support, moral support, and a sense of acceptance. The research findings indicate that collectively, parental support has a positive relationship with disciplinary character. This research also emphasizes that, although researchers have proven a significant relationship between parental support and disciplinary character, other factors that can enhance character are also related to parental support. Therefore, more than parental support is needed for students to have good disciplinary character.

The research correlation test results obtained a significance value of 0.040, categorizing it as correlated. The Pearson correlation result of 0.518 indicates a relationship between parental support and students' disciplinary character. The positive nature of the r-value also signifies that the relationship between the two variables is positive, aligning with the discussed and proposed hypothesis that there is a significant relationship between parental support and students' disciplinary character (Hidayat Fahrul, 2023). Therefore, it concluded that the higher the parental support, the higher the level of student discipline, and conversely, the lower the parental support, the lower the level of discipline in 4th grade students at MI An Nuur Cahaya Umat Sleman.

D. Conclusion

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Based on the research results conducted on 16 students at MI An Nuur Cahaya Umat Sleman, parental support significantly correlates with disciplined character, falling into the moderate category. It is evidenced by the correlation test result of 0.040, indicating correlation, and a significance level of 0.518, categorized as moderate. The parental support provided to 4th grade students in MI An Nuur Cahaya Umat includes five indicators: social support (moral, emotional, and perceived support), financial support, instrumental support, spiritual support, and informational support. Parental support is closely related to the formation of disciplined character in students. Therefore, parents play a crucial role in supporting and shaping the disciplined character of students; conversely, a lack of parental support results in a lower level of student discipline.

Based on the research results above, the researcher suggests the following recommendations related to this research: 1) To enhance disciplined character in students, parents are encouraged to collaborate with teachers and caregivers to guide students' disciplined character. 2) The formation of disciplined character in students can be achieved by parents supporting every development and behavior of their children. The idea aligns with the notion that students will form their disciplined character more when parents provide more support.

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