

Revealing the Influence of Parenting Style on Discipline in Early Childhood 5-6 Years Old

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Abstract

Discipline can be developed from an early age through parenting patterns practiced in the family, where parents play a major role. This study aims to obtain accurate (valid) data regarding the presence or absence of the influence of parenting styles on the discipline of children aged 5-6 years at school. This study uses a quantitative approach, with the Ex-Post Facto method, where the independent variable or treatment influences the dependent variable or outcome under controlled conditions. This study was conducted for three weeks and involved 25 students. Data were collected using random sampling techniques. The results showed that authoritarian, permissive, and democratic parenting styles influenced the discipline of children aged 5-6 years. Hypothesis testing was carried out using ANOVA. Based on the calculation results, F-count = 9.885 was obtained, with Sig. (p-value) = 0.005 < 0.05, so that H_0 was rejected and H_1 was accepted. The results of the study also showed that F-count > F-table, which leads to the conclusion that there is a significant influence of parenting styles—authoritarian, permissive, and democratic—on the discipline of children aged 5-6 years.

Keywords : Child Discipline, Early Childhood Education, Parenting Style.

1 INTRODUCTION

Parents are the primary educators of their children. A study concluded that parents influence 70% of their children's growth and development, while the remaining 30% is influenced by the environment, namely school and society, where children spend most of their time with their parents (Ministry of Education and Culture, 2013). To instill discipline in children, a complete example from both parents is needed. Hurlock in his book *Child Development* defines discipline as the attitude or behavior of someone who learns from or voluntarily follows a leader. A child is a student who learns from older people about life towards a useful life in the future (Nadar, W. 2019).

Unfortunately, many students still exhibit behaviors that reflect a lack of discipline. Researchers' observations at RA Bukhara Pondok Ranggon School in Cipayung District, East Jakarta, revealed a lack of discipline, including arriving late, dressing untidily, and failing to complete assignments. These problems not only disrupt the teaching and learning process but can also impact children's academic achievement and social development. Discipline is a way for teachers and parents to help children develop self-control during the teaching and learning process (Salam & Anggraini, 2018). Thomas Gordon also argues that

discipline is behavior and order that conforms to rules and regulations, or behavior acquired through continuous training.

Parenting is defined as the actions or ways in which parents and family members direct their children. Parenting means caring for, looking after, educating, guiding, helping, training, leading, directing, and organizing. Parenting patterns are defined as all the ways in which parents treat their children (Wahyuning, Jash & Rachmadiana, 2003). Parenting is parental control over children in terms of behavior and interaction patterns between parents and children such as providing rules, mechanisms, rewards, punishments, attention, and responses to their children as an effort to achieve a level of maturity in accordance with applicable rules (Santrock, 2002).

The above research has proven that discipline can be instilled from an early age through family parenting practices, with parents playing a crucial role. Through good parenting, children are guided by their parents to develop the habit of doing things regularly and on time. These disciplinary practices also foster the value of responsibility, which develops in children (Mulyadi, 2010).

According to Gunarsa, as quoted in Fauziah, F., Mappapoleonro, A. M., & Mansoer, Z. (2021), a mother spends more time with her child, providing attention and affection, but beyond that, a father's support and encouragement are also needed. A mother is like the heart, directly devoting everything to her child, and the role of the family is incomplete without the presence of the father, who acts as the brain, supporting all the child's needs.

The importance of parents' role in children's education has been recognized by many. School-based management (SBM) policies in educational reform also place the role of parents as one of the three pillars of success (Maimunah Hasan, 2010). Being a parent today is indeed difficult, not only because of economic issues but also because of time. Parents now don't have enough time for their children as they did in the past. The situation has changed, and there isn't enough time for children to get to know and understand each other, or to share experiences to teach values and strengthen children in facing life. Many parents' activities take place away from home (Water L. Williams, et al., 1995).

2 RESEARCH METHODS

This research is an Ex-Post-Facto quantitative research. ANOVA test, where the independent variable has occurred when the researcher begins to observe the dependent variable. The One-Way ANOVA test is a parametric statistical technique used in testing differences in more than two groups of means, where there is only one independent variable divided into several groups and one dependent variable. In this study, the independent variable cannot be manipulated, the independent variable can only be seen from what it is at the time of the study (Sukardi, 2010). The sample in this study were children aged 5-6 years who attended RA Bukhara Pondok Ranggong, Cipayung District, East Jakarta City. A total of 25 students were then given a parenting questionnaire to their parents to determine their type of parenting style, namely Democratic, Permissive, or Authoritarian.

3 RESULT AND DISCUSSION

The presentation sequence includes the results of data processing in the form of data descriptions, testing of data analysis requirements, and testing of research hypotheses. At the end of the chapter, there is an explanation of Discussion of research results.

3.1 Description of Child Discipline Data with Authoritarian, Permissive, and Democratic Parenting Styles.

Based on the results of data processing on child discipline with an authoritarian parenting style obtained from 25 students, the following values were obtained: Average 39.00, median 41.00, mode 48, and highest value 48.

Based on the results of data processing regarding the results of child discipline with a permissive parenting style obtained from 25 students, the following values were obtained: Average 36.33, median 35.00, mode 35.00, and highest value 45.00.

Based on the results of data processing regarding the results of child discipline with a Democratic parenting style obtained from 25 students, the following values were obtained: Average 30.50, median 29.50, mode 28.00, and highest value 42.00.

Table 1. Description of Child Discipline Data with Authoritarian, Permissive, and Democratic Parenting Styles Statistics

		Authoritarian	Permissive	Democratic
N	Legitimate	8	9	8
	Is lost	1	0	1
Means		39.00	36.3333	30,500
Median		41.00	35,000	295,000
Mode		48	35.00	28.00 ^a
Standard Deviation		8,000	5.33854	5.39841
Difference		64,000	28,500	29,143
Range		20	17.00	18.00
Minimum		28	28.00	24.00
Maximum		48	45.00	42.00
Amount		312	327.00	244.00

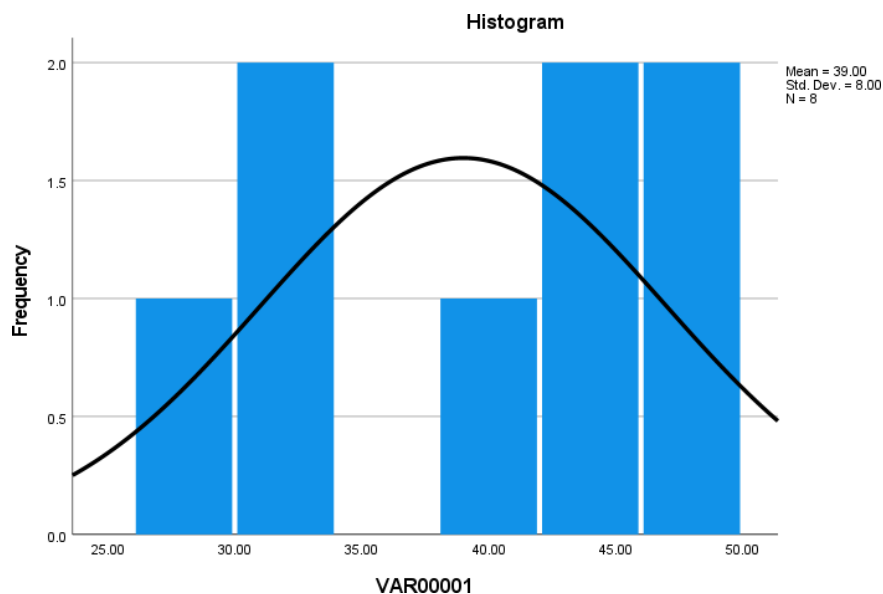


Figure 1 Histogram of Authoritarian Parenting Patterns

3.1.1 Results Test Normality

Based on the results of the table below, the statistical value for Shapiro Wilk Discipline is 0.950 and the sig value or p-value is $0.525 > 0.05$. Thus, the data on child discipline with authoritarian and democratic styles are normally distributed.

3.1.2 Results Test Homogeneity

From the results of the analysis in the Homogeneity of Variance test table, the calculated F value was obtained. $= 2.154$; $df1 = 1$; $df2 = 23$; and sig or p value $= 0.156 > 0.05$ or H_0 is accepted . Thus, the child discipline data is homogeneous.

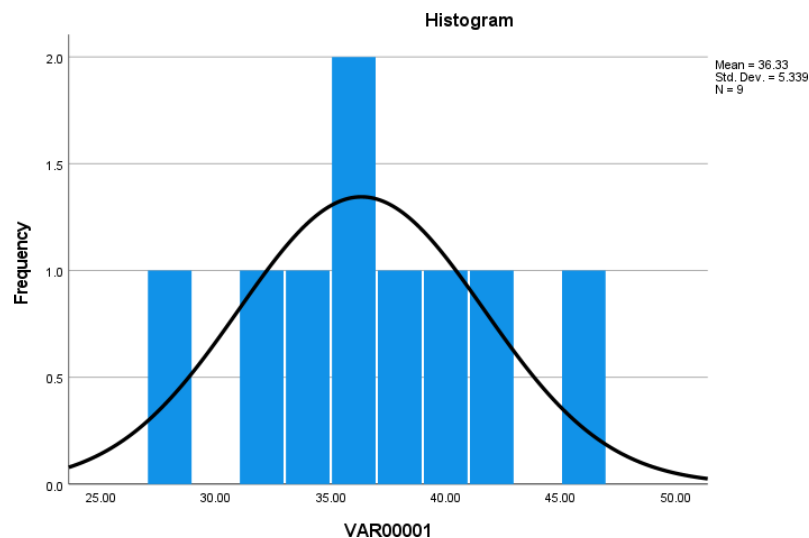


Figure 2Histogram of Permissive Parenting Patterns

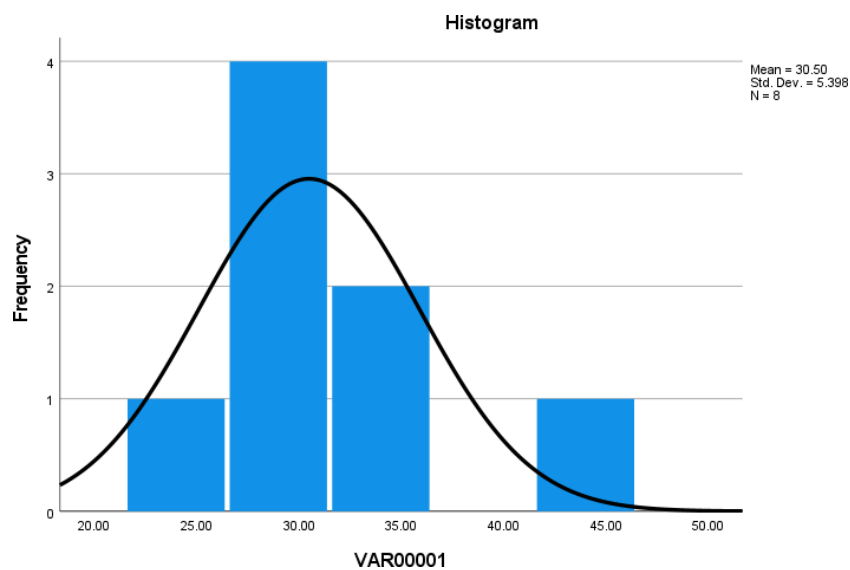


Figure 3Histogram of Democratic Parenting Patterns

Table 2. Normality Test

		Kolmogorov-Smirnov			Shapiro-Wilk		
		Statistics	df	Signature	Statistics	df	Signature
Discipline	Discipline	0.130	15	0.200 *	0.950	15	0.525

Table 3. Test Homogeneity
Homogeneity of Variance Test

		Levene Statistics	df1	df2	Signature
Discipline	Based on Average	2,154	1	23	0.156
	Based on Median	1,458	1	23	0.239
	Based on Median and with adjusted df	1,458	1	22,930	0.239
	Based on truncated average	2,136	1	23	0.157

3.1.3 Results Test Hypothesis

Based on the Anova test analysis, The calculated F value obtained is = 9.885, Sig. value (p-value) = 0.005 < 0.05 then H_0 rejected And H_1 Accepted. Thus, there is a significant difference in discipline between the tested groups. The ANOVA test shows that there is a significant difference in discipline between the compared groups. Thus, the treatment or factor tested has a significant influence on respondents' discipline.

Table 3. Test Homogeneity
ANOVA

Discipline	Sum of Squares	df	Mean Square	F	Signature
Intergroup	355,740	1	355,740	9,885	0.005
In Group	827,700	23	35,987		
Total	1,183,440	24			

3.2 DISCUSSION

Based on the results of data analysis using the ANOVA test, the calculated F value was 9.885 with a significance level of 0.005. This significance value is less than 0.05, which means there is a significant influence between parental parenting patterns and child discipline. This indicates that differences in parenting patterns have a significant impact on children's discipline levels. Thus, the results of the statistical test indicate that child discipline does not emerge automatically, but is greatly influenced by how parents apply parenting patterns in their daily lives.

Authoritarian parenting influences children's discipline by fostering strong adherence to rules. However, this discipline tends to be external and does not fully foster a sense of discipline in children. Therefore, parents are expected to balance firmness with warmth, so that the discipline developed in children is not driven solely by fear, but also by a sense of responsibility.

Permissive parenting styles significantly impact children's discipline. The more permissive the parenting style, the lower the child's discipline. Therefore, parents need to balance affection and control, along with clear rules and consistent consequences, so that children grow into disciplined, responsible individuals who are able to adapt to their social environment.

Democratic parenting styles significantly influence the development of children's discipline. The more consistently parents implement democratic parenting styles, the higher the level of discipline their children develop. Therefore, parents are expected to balance freedom and supervision, so that children grow into disciplined, responsible, and independent individuals.

Thus, there is a significant influence between parenting patterns and child discipline, so it can be concluded that the application of appropriate parenting patterns, especially democratic parenting patterns, plays an important role in improving child discipline both at home and in the school environment.

4 CONCLUSION

This Ex-Post Facto research was conducted at RA Bukhara, East Jakarta. The subjects were children aged 5-6 years. The purpose of this study was to determine the effect of parenting patterns on the discipline of children aged 5-6 years. Based on the results of the study, it shows that there is an influence of authoritarian, permissive, and democratic parenting patterns on the discipline of children aged 5-6 years, while the hypothesis testing used by the researcher is ANOVA. This research was conducted at RA BUKHARA Pondok. Ranggon on 25 students. This can be proven based on the calculation of F-count obtained = 9.885, Sig. Value. (p-value) = 0.005 < 0.05 then H₀ is rejected and H₁ is accepted. So, this study concludes that there is an influence of discipline on children aged 5-6 years through authoritarian, permissive, and democratic parenting patterns.

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