


Open Access Article

 <https://doi.org/10.55463/hkjss.issn.1021-3619.61.14>

The Role of Time Management and the Dual Function of Parents as Educators in Efforts to Install Discipline and Character Formation in Elementary School Students

Iswan*, Masyithoh, Herwina, Ismah, Azmi Al-Bahij

Universitas Muhammadiyah Jakarta, South Jakarta, Indonesia

Received: March 22, 2023 ▪ Reviewed: April 18, 2023

▪ Accepted: May 15, 2023 ▪ Published: June 30, 2023

Abstract:

This research was conducted at the Elementary School SD. Lab School FIP-UMJ School, South Tangerang, Indonesia, this research method with a quantitative approach. The results of this study are proven based on the results of statistical tests using simple regression to determine whether there is an influence between variable X (independent) and variable Y (bound) and how much influence variable X has on variable Y. Decision making is based on if $F_{count} \leq F_{table}$ then H_0 is accepted and H_a is rejected, meanwhile if $F_{count} > F_{table}$ then H_0 is rejected and H_a is accepted. If $H_0: \beta = 0$ (no effect of X on Y), $H_a: \beta \neq 0$ (there is an effect of X on Y). The result of the calculation is that if the value is $F_{count} > F_{table}$ ($37.927 > 3.92$) then H_0 is rejected and H_a is accepted. Thus, the regression equation obtained has the influence of variable X (the role of time management and the dual function of parents) on variable Y (discipline and student character). The value of the influence of the X (Independent) variable on the Y (bound) variable requires testing the coefficient of determination. The results obtained from the test of the coefficient of determination that the R_{square} value is 0.223 or $KD = 0.223 \times 100\% = 22.3\%$. This can be interpreted as parenting style has an effect of 22.3% on students learning character. Meanwhile, 77.7% are influenced by other variables that affect the character of student learning discipline.

Keywords: time management, dual function of parents, formation of student character.

时间管理的作用和父母作为教育者的双重作用，努力在小学生中建立纪律和品格形成

摘要:

这项研究是在小学标清进行的。印度尼西亚南坦格朗实验室学校菲普-

Corresponding Author: Iswan, Universitas Muhammadiyah Jakarta, South Jakarta, Indonesia; email: iswanfipumj@gmail.com

This article is an open-access article distributed under the terms and conditions of the Creative Commons Attribution License (<http://creativecommons.org/licenses/by/4.0>)

UMJ学校, 这种研究方法采用定量方法。本研究的结果是基于使用简单回归的统计检验结果来确定变量X (独立) 和变量是 (约束) 之间是否存在影响以及变量X对变量是有多大影响。决策是基于如果频率计数<固定表则居屋被接受并且哈被拒绝, 同时如果频率计数>固定表则何被拒绝并且哈被接受。如果何: $\beta = 0$ (X对是 没有影响), 哈: $\beta \neq 0$ (X对是有影响)。计算结果是, 如果该值为频率计数>固定表(37.927 >

3.92), 则拒绝何, 接受哈。由此可见, 得到的回归方程具有变量X (时间管理的作用和家长的三重作用) 对变量是 (纪律和学生性格) 的影响。X (自) 变量对是 (约束) 变量的影响值需要测试决定系数。经判定系数检验得到的结果是右平方值为0.223即肯德基=0.223×100%=22.3%。这可以解释为父母教养方式对学生学习性格的影响为22.3%。同时, 77.7%的人受到其他影响学生学习纪律特征的变量的影响。

关键词: 时间管理, 父母的三重作用, 学生性格的形成。

1. Introduction

Education is a process of transferring or transforming knowledge or developing the potentials of students to achieve optimally, as well as civilizing humans through the transformation of values, that the essence of education is the responsibility of the family, while schools only participate. Early childhood should still need parental guidance in performing activities and learning processes because at a young age, namely at the age of 7-12 years, children always imitate what they see. Through discipline, children can learn to behave in an approved way and in return they can be easily accepted by their social environment, well then it will develop optimally, children education is a coaching effort aimed at children from the age of 7-12 years, which is carried out through the provision of educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education. It is during this period that the child is personality is formed, namely character, manners, intelligence, and skill. One of the characters and attitudes that need to be instilled from an early age is discipline. Discipline is an effort to get children on the path of attitudes and behavior set for individuals by parents (Chandra, 2017). This discipline is taught by parents from an early age, this is intended so that children get used to living regularly, because this also has a positive impact on life in the future.

Discipline education is a process of guidance that instills certain patterns of behavior and habits to improve one's quality. According to Sukadji in Chandra (2017), discipline, certain habits, or form humans with certain characteristics, especially to improve mental and moral qualities. Learning with directed discipline can avoid laziness and generate enthusiasm for students in learning, which in turn increases their learning abilities. The function of discipline is to organize life together, build personality, train coercion personality, and create a conducive environment (Nurpadjlah, 2019). Even in schools, rules must be given so that children have a disciplined attitude.

By giving rules both at school and at home, the discipline that is embedded in students can be applied anywhere and anytime. The family is the smallest social unit of society. In a family, there is a process of

communication and interaction between its inhabitants. Interaction between mother and father, mother and child, father, and child, and child and child. This interaction can be an educative interaction if parents deliberately transform values into their children. Discipline is a community effort in teaching children about moral behavior that is approved by the group where it requires an element of volunteerism and self awareness. That is, the will and ability to behave according to rules approved by the group emerge from within without any coercion. Therefore, in teaching discipline, there should be no coercion from parents or teachers as leaders, so that children or students are disciplined because there is awareness from within the child itself, not coercion.

Thus, children can know and understand the purpose of discipline for a better life and is useful for their own happiness, especially because it relates to social skills and self-esteem or the child's self-concept. Even within the family, parents play the role of primary educators for their children. Ideally, parents are expected to be able to guide, educate, train, and teach children about issues related to the formation, personality, character, intellectual development of children, and the formation of discipline in their sons.

According to Setyaningsih and Abdul (2021), parenting is an effort by parents to educate their children as a manifestation of a sense of responsibility and compassion for children, so that children have good behavior or character when they are adults. One of the parenting behaviors that the parents do is disciplining. Parenting patterns must be in accordance with the needs of children, so that children can develop properly, need training and coaching to become individuals with disciplined learning. Based on previous research conducted by Hafidz (2017), said that the factors that influence students do not show discipline in learning, including the weak attention of parents to their children because parents are always busy with economic affairs, the influence of association in the environment around students, the development of electronic media, and lack of approach from parents.

One of the schools in the South Tangerang area of Indonesia is that there are students who are skill lacking in learning discipline due to a lack of guidance from

parents, because many parents are busy with work so that it interferes with children's learning, many children have already submitted assignments with the excuse of forgetting or not knowing but it turns out there is a lack of parental guidance or supervision. This is where the role of parents is needed to help improve student learning discipline, which at the same time becomes a means of controlling student behavior that is considered lacking, so that students become disciplined in terms of learning or other things. Therefore, the writer is interested in doing more about the character of child discipline with the role of parents because he sees that the role of parents should be given to children to improve child discipline.

2. Research Methods and Locations

This research method uses a quantitative research approach, where the research was conducted in the SD Lab School FIP-UMJ, South Tangerang, Indonesia.

3. Literature Review

3.1. Time Management

The concept of time management, which began during the industrial revolution, has become an idea, a more modern idea of acting effectively and efficiently. Time management is an act and process of planning and consciously implementing the amount of time used in performing general activities to increase effectiveness, efficiency, and productivity; conditions are always changing so that people are faced with responsibilities, resulting in competition in various fields of activity in society. To achieve demand and ideals, it is necessary to manage time as effective as possible, and the indicator of achievement is optimal productivity.

Various studies conducted show a significant correlation between time management practices and performance. Time management is related to the attainment and realization of important missions and goals in life, in the family, in society, in organizations, and in activities with various pressures of life in modern life so that it will be able to reduce stress. Time management does not mean one has to do a lot of work but rather they focus on the main task that has been set to do high quality work.

According to Atkinson (2009), time management is a type of skill related to various forms of effort and individual actions that are carried out in a planned manner so that a person is able to make the best use of time. Meanwhile, according to Forsyth, time management is a way to keep time under control to create effectiveness and productivity. Furthermore, according to Orr, time management is the use of time to do things that are considered important and have been accurate in the work table.

In Leman's opinion, time management is the best possible use and use of time by making a structured activity plan. Meanwhile, according to Davidson, time management is a way to make the best use of time,

where one can get work done quickly and smartly. Meanwhile, according to Covey et al. (1994), time management cannot be separated from self management. Self management can be interpreted as an individual's way of organizing his life with the principle of prioritizing what must be done on a priority scale. Other time management is a way to organize and use each part of time to perform certain activities that have been targeted or determined within a certain period of time, and these activities must be completed.

3.2. Parenting

Being a parent is a distinctive happiness for married adults. It means performing the mandate entrusted by Allah swt, namely having a child who must be educated and developed properly. According to Ayunm (2017), parenting is a pattern of interaction between children and parents that includes meeting physical needs (such as eating, drinking, etc.) and psychological needs (such as feeling safe, affection, etc.) as well as dissemination of norms that apply in society so that children can live in harmony with their environment.

Parenting can be defined as a pattern of interaction between children and parents that includes meeting physical needs (such as eating, drinking, etc.) so that children can live in harmony with their environment (Ayunm, 2017). Meanwhile, according to Setiarani and Suchyadi (2018), parenting can be interpreted as a style or model of caring for and educating children, which includes how to care for, foster, direct, guide and lead children where each family has a different pattern between one family and other families. Based on some of the opinions of the experts mentioned above, it can be concluded that the nature of parenting is a consistent and persistent effort of parents in caring for and guiding children from birth to adolescence. Parenting is the best way that parents can take in educating their children as a manifestation of their sense of responsibility to their children.

3.3. Benefits of Parenting Style

The closeness of parents in guiding, giving free directions but still under control, and communication between parents and children. According to Khairiyaturrizkyah and Nuraeni (2018), there are benefits in performing parenting, namely: 1) Children can respect other people, 2) Children can respect differences of opinion, 3) Can build and foster dialogue, 4) Avoid self-defeating attitudes, 5) Building cooperation, 6) Foster cooperation. According to Supenawinata et al. (2018), parents have benefits including improving the quality of children interactions with parents, optimizing children growth and development, and preventing deviant behaviors. It can be concluded, the benefits of parenting parents are building self-discipline and building a good relationship between children and parents. Children can also respect and love themselves. Punishments and threats actually value the relationship between children and parents and even increase bad behavior.

3.4. Characteristics of Parenting Style

Parents impose their will on children, and controlling children's behavior strictly not in accordance with the wishes of parents is a characteristic of parenting styles. According to Sari and Mulyadi (2020), the characteristics of parenting are: 1) Absolute obedience without deliberation; 2) Children must carry out; 3) Rules absolutely without any other alternative; 4) Respect for interests and decisions; 5) Involve children in certain matter. Sisrazeni (2018) says that the characteristics of parenting are described as follows: 1) Parenting behavior, parenting behavior is very varied, depending on the ideology and wishes of the parents. However, parents should not apply extreme types of parenting to one model. 2) Parent-child interaction. Parent-child interaction is not only determined by the quantity of meetings between parents and children but is also largely determined by the quality of these interactions, 3) Parental competence in child rearing. Childcare competence is not a static factor, but dynamic. This also depends on the ability of parents to be able to connect with the development and growth of children.

The characteristics of parenting style according to Adnan (2018) are as follows: 1) Rights and obligations between parents and children are given in a balanced way; 2) Complement each other; 3) Always support what children do without limiting all their potential. 5 types, namely: 1) Democratic parenting will produce the characteristics of independent children, able to control themselves, have good relationship with others, are able to deal with stress, have an interest in new things, and are cooperative toward others. This parenting style encourages children to be independent but still places limits on control over their actions. Verbal giving and taking is possible, and parents are very warm and affectionate toward their children. Authoritative parents show pleasure and support in response to their child's constructive behavior. They also expect the behavior of children who are mature, independent according to their age. Children whose parents are authoritative are often cheerful, self-controlled and independent, and achievement oriented. 2) Authoritarian parenting produces the characteristics of children who are cowardly quiet, introverted, do not take the initiative, like to challenge, like to break the rules, have a weak personality, worry, and withdraw.

Restrictive or punishing parenting style. Parents urge children to follow their directions and respect their work and efforts. Authoritarian parents enforce strict boundaries and controls and minimize verbal differences. Authoritarian parents tend to spank their children often, impose rigid rules without explaining them, and show anger toward their children. Children of authoritarian parents are often unhappy, fearful, and insecure when comparing themselves to others, unable to initiate activities, and have weak communication skills. Children of authoritarian parents tend to behave

aggressively. Permissive parenting will produce characteristics of children who are impulsive aggressive, disobedient, spoiled, less independent, self-willed, less self-confident, and less socially mature. A parenting style in which parents are highly involved with their children but are too demanding or controlling of them. Such parents let their children do what they want.

As a result, children never learn to control their desires. Some parents deliberately raise their children this way because they believe that the combination of warm involvement and a little bit of restraint makes a child who is creative and confident. However, children who have parents who always obey them rarely learn to respect others and have difficulty controlling their behavior. They may be domineering, egocentric, disobedient, and have difficulty in peer relationships. 4) Neglect parenting will produce the characteristics of children who are moody, impulsive, aggressive, irresponsible, do not want to give in, have low self esteem, often skip classes, and have problems with friends. It can be concluded that the characteristics of parenting are characteristics of parenting activities that include complementarity between parents and children, fulfillment of rights and obligations given by parents to children.

Parenting or parenting style has been extensively analyzed as a contributor to juvenile delinquency (Schroeder & Mowen, 2014). Parents clearly play a major role in the development of a child's personality. Parents are an important factor in instilling the basis of personality, which also determines the style and image of a person's personality as an adult (Gunarsa, 2004). A democratic family situation full of appreciation can influence the mastery of aspects of children's language development. If a child speaks, then gets a positive response from the family, then the child responds positively too. As a result, the child's language skills are improving. Children who feel they get a good stimulus for reading comprehension skills from the family to improve their performance at school. This means that a parent's parenting style can have a positive effect on children's achievement at school, including their achievement or reading comprehension skills at school.

Children's education begins through three environments, namely the family environment, school, and organization. However, the family environment is the main and most important center of education. If the family is wrong in educating the child's social behavior, it is also wrong. Thus, the child's social behavior greatly determines the existence of good parenting so that the child's social behavior is also good. Because parenting style is related to children's social behavior. The role of parents to children shows attitude and support from parents to children. The attitude of the child's parents is unique and there is no uniform attitude. Every family usually has different parenting styles for children.

Education in the family is first and foremost because the family causes the behavior of their children. Child independence is generally associated with the child's ability to do everything on his own. Good parenting is needed in shaping children's attitudes and character, especially in line with the changing times that provide many challenges for parents in accompanying children's growth and development. On the other hand, parents are faced with challenges in the form of television media with a variety of shows that are able to hold the attention of their children.

Parents are the first basis for forming a child's personality and shaping the good and bad behavior of children. The parenting style given by parents to children can be in the form of physical or psychological treatment, which is reflected in the words, attitudes, behaviors, and actions given. Through parents, children adapt and get to know the world around them and the patterns of social life that apply in their environment. Good education in the family plays an important role in the development of a child's personality. Parenting patterns are ways and habits that are carried out by parents and are felt by children, so that these patterns can affect a child's personality for the better, knowing that the first education a child receives is from the family, especially from the parents.

3.5. *Learning Discipline*

Discipline of learning is a series of a person's behavior that shows obedience and compliance with regulations, rules of life norms that apply because it is driven by awareness from within himself to perform the desired learning goals (Wahyudik, 2019). According to Sina (2017), learning discipline is self awareness to control or control oneself to really learn. Learning discipline is actually a form of self awareness to control himself. In this case, learning discipline functions as a different self control for the person so that he learns with full awareness without coercion and full of gratitude. The meaning of discipline according to Pratiwi and Muhsin (2018) is that discipline is an effort to control oneself and the mental attitude of individuals or society in developing obedience and adherence to rules and regulations based on encouragement and awareness that arises in their hearts.

Based on the opinion above, it can be concluded that discipline is the obedience of students to perform learning obligations so that changes are obtained in themselves, whether in the form of knowledge, actions, or attitudes, whether studying at home or at school.

3.6. *Learning Discipline Component*

Two factors that can affect the discipline of learning, namely internal and external factors. Components within the individual are aspects within oneself and can be categorized into three elements: physical, psychological elements and elements of fatigue. Components outside the self are elements that are outside the self that can be classified into three sides: the family, the school and the community (Slameto,

2010). According to Astawa et al. (2017), students are a core component of learning, so students must have high learning discipline. Students who have high learning discipline are accustomed to always obey and enhance self-control.

According to Kostelnik et al. in the book "Developmentally Appropriate Practice, self-discipline is the voluntary internal regulation of behavior" (2017), and discipline is voluntary behavior (without coercion) that shows internal regularity regarding existing regulations. According to them, a person can be said to have discipline if they can distinguish between right and wrong behavior and can obey rules properly without rewards and punishment. Such an attitude can make a person easily accepted by their environment because discipline can form positive social interactions. Discipline is an absolute necessity in childhood, considering that this period is the most effective period for the formation of children's behavior. Every child can understand the rules that develop at every stage of his life. Discipline is needed to help the child's personal and social adjustment.

This causes the abilities that have been obtained by students to be repeated with relatively the same results. Meanwhile, according to Misnawati and Joko (2017), which states that the behavior of disciplined learning has components, namely the discipline of learning to follow and obey the rules, values, and applicable punishments, following and obedience arise because of self-awareness, the punishment given in order to educate, train, control and improve student behavior. It can be concluded that the component of learning discipline consists of internal and external factors, which are its elements. For the inside it can be divided into several parts, namely physical and spiritual, while for the outside it can be said that the factors are the school and the environment.

3.7. *Characteristics of Study Discipline*

Discipline is positive behavior, the expression of feelings positively and having family values. Students who have learning discipline can be seen from the characteristics or characteristics possessed by them. According to Sari and Hady (2017), the characteristics of student learning discipline are adhering to school rules, disciplinary behavior in the classroom, discipline in adhering to study schedules and studying regularly. Discipline characteristics also include obedience, full participation, courtesy, and loyalty.

According to Zaleha Omain (2021), students who have learning discipline can be seen from the characteristics or characteristics possessed by students for their inner awareness to learn as well as possible accompanied by obedience and adherence to disciplinary rules. Where students can comply with school rules, disciplinary behavior in class, discipline in adhering to study schedules and study regularly. Problems with student learning discipline are usually evident from the decline in academic performance or learning outcomes. These problems are influenced by

several factors, generally coming from internal factors, namely from the students themselves and external factors that come from outside. According to Putra & Sonedi (2021), the characteristics of student learning discipline are divided into several factors: a) Self-awareness serves as self-understanding that discipline is considered important for the good and success of oneself; b) Followers and obedience, as a step to implement and practice the rules that govern individual behavior; c) Educational tools to influence, change, foster and shape behavior in accordance with the values determined and taught; d) Punishment to raise awareness, correct and straighten what is wrong so that people return to behavior that is in accordance with expectations.

Based on the theory above, it can be concluded that learning discipline has characteristics, namely as a form of self awareness, followers and obedience, educational tools, and punishment. With the characteristics that make a learning discipline has its own characteristics. Laws in learning disciplines make students aware of being better and self-reflecting. Because mistakes can make oneself better with the punishment given in reasonable terms.

3.8. Learning Discipline Objectives

According to Saucier et al. in (2021), there are two kinds of disciplinary character goals 1) The short-term goal is to make your children trained and controlled by teaching them appropriate and inappropriate or unfamiliar forms of behavior for them. 2) The long term goal is the development of self control and self influence (self-control and self-direction), in which case the child can direct himself without outside influence and control. The purpose of discipline is not just to make children obey the rules that apply in the family or society. However, discipline forms children who are responsible for themselves and others. The existence of compulsion in discipline can make children feel constrained and do not have the freedom to determine the behavior that can be displayed (Sari, 2019; Sari & Mulyadi, 2020).

Meanwhile, according to Shoaib (2019), the purpose of learning discipline is to seek to develop children's interest and develop them to become good human beings, who become friends, neighbors, and good citizens. According to Dewi and Made (2019), said that learning discipline has a goal, namely to achieve optimal learning outcomes that affect the formation of good character or personality. Therefore, it is necessary to instill the discipline of learning in individuals in learning.

Based on the theory above, it can be concluded that the purpose of disciplined learning is to teach obedience to students and provide comfort to them in creating an environment conducive to learning and the development of self-development and self-direction without influence.

3.9. Factors Influencing Learning Discipline

Several factors influence student learning discipline, namely individual or student factors, the teacher's environment, family, and the facilities of these factors that make students have learning discipline. The most dominant factors are individual and environmental factors (Sugiarto et al., 2019). Meanwhile, according to Unaraja (2017), discipline is influenced by two factors, internal and external: 1) Internal factors are divided into two, namely physical and psychological conditions, which influence the formation of discipline; 2) External factors include family habits, application of school rules, and community conditions.

Furthermore, according to Darmadi (2017), many factors can affect the attitude of student learning discipline in learning or student learning discipline, namely: a) Exemplary parental example greatly influences the attitude of child discipline because attitudes and actions or behavior of people parents greatly influence attitudes and are imitated by children; b) Authority, authoritative parents can have a positive influence on children. The radiation of personality that creates a positive influence so that others obey his orders and prohibitions.

Based on the theory above, it can be concluded that children's learning discipline has several factors, namely student motivation where there is an urge that causes certain acts or actions to occur. Learning materials are also included in the learning discipline factors that can be used to achieve learning goals.

3.10. Study Discipline Indicator

Discipline is an encouragement that arises from internal and external stimuli so that a person wishes to make changes in behavior for the better. Meanwhile, according to Indrianti et al. (2017), indicators of children's learning discipline consist of the desire and desire to succeed, the encouragement and need for learning, the hopes or aspirations of the future, the existence of rewards in learning, interesting activities in learning, and a conducive learning environment.

Some important indicators in discipline are: rules, punishment, rewards, and consistency. First, rules are patterns that are applied to act or behave. Second, punishment, which means imposing a penalty on someone for committing a mistake, resistance or violation. Third, appreciation, which means every form of reward, namely a good result. Fourth, consistency describes the level of uniformity, stability, or tendency toward similarity.

Meanwhile, according to Agustin et al. (2017), there are indicators of success in children's learning discipline, namely: 1) managing study time at home, 2) diligent and regular study, 3) good attention when studying in class, and 4) self discipline while studying in class. Based on some of the views of the experts mentioned above, it can be concluded that indicators of children's learning discipline that show shifts or changes in children's learning outcome as a

contribution to following or obeying school regulations include: being able to manage study time at home, diligent and regular study, good attention while studying at school, and class.

3.11. The Stage of Implementation of Children's Learning Discipline

According to Wiyani (2021), several things need to be considered in implementing children's learning discipline, namely: 1) Helping students develop patterns of good behavior in students; 2) Helping students improve their behavior standards; 3) Using the implementation of class rules as a media to uphold discipline, according to Ariani (2021) and Via and Padang (2021), in the implementation of learning discipline it must be carried out in stages, namely by using rules in the classroom. If students consciously understand that discipline will become commonplace and they can form self-discipline.

Based on some theories above, it can be concluded that in the implementation of learning discipline, it is necessary to carry out activities following guidelines for learning. Regularity in learning, concentration, discipline in learning, and allotment of time in performing activities both at school and at home. Based on the family's point of view, parents should not entrust their children's education in totality to the school, community, and government because the presence of children is more in the family or social environment. The family is the first environment for child development. In the family, a child experiences a socialization process for the first time, in which a child is taught and introduced to various life values that are very useful and decisive for the child's future development.

In everyday life, the application of discipline is also very necessary because by having a disciplined attitude, everything can be carried out and run smoothly according to plan, and does not interfere with other activities. In the world of education, especially for students, discipline really needs to be applied, namely discipline in terms of learning. Instilling a disciplined learning attitude is very much needed by every student so that learning objectives can be achieved properly. Armed with a high learning discipline, students are able to obtain good learning achievements as well as being influential when they enter the world of work and have the key to success in the future.

Discipline can be done at home and at school too. Discipline at home can be done from small things such as being obedient to worship, always doing chores at home, coming home from school on time, apart from being disciplined at home students must also be disciplined at school. Without discipline at school, the atmosphere of the school and class is less conducive to learning activities because discipline supports a calm and orderly environment in the learning process. In fact, discipline is a way for students to be successful in learning and characterizing their students. Therefore, discipline is no longer a matter of boundaries given

from the outside, but it has become an internal rule in daily activities.

Discipline behavior in learning is critical and very influential in learning activities in schools. Study discipline is a factor that influences student achievement. Discipline can create a comfortable and calm learning atmosphere in learning so that students can achieve maximum learning achievement. Discipline is the embodiment of obedience to the rules or regulations that apply.

Education can also contain the notion of educating, guiding, teaching, and training, which is contained in the educational process in schools. Schools as a formal educational institution are a means to achieve educational goals through the teaching and learning process. By learning, students can show a change in their positive attitude so that in the final stage they acquire new skills, skills and knowledge. In following the teaching and learning process of the course, one expects to get good results. In addition, a good learning process is one that can facilitate students in understanding the subject matter being taught. Discipline in learning is very necessary for the realization of a good learning process. The attitude of discipline in learning is to hone students' skills and memory of the material that has been given, because students learn according to their own awareness and students are always motivated to learn, so that in the end it is easier for students to work on questions from the material provided. In relation to the level of student discipline, habituation really needs to be pursued to be able to change student behavior that is not good.

The things that are sought are the mastery of guidance techniques, the ability to build collaboration with students, being able to make students happy doing, focusing on student behavior, being able to pay attention to student needs, seeking student-centered guidance, using a humanitarian approach, meaningful, fun, conducive and the ability to make students accustomed to conducting actions according to the rules in school. The need for discipline in the world of education is very high. This is because discipline can help students study more actively and diligently. Mulyasa (2013) argues that the purpose of self-discipline for students is to help students find themselves, overcome, and prevent problems that can arise in discipline, as well as create an atmosphere that is conducive, safe, and comfortable for learning, so that they can be orderly in following the rules applied during learning, both inside and outside the classroom.

This explanation illustrates that without the self-discipline of students in learning, it can hinder teaching and learning activities, so that the learning carried out becomes ineffective and inefficient. Discipline also contributes to character in line with Arumsari's opinion (2019), character is a person's habits, behavior, thoughts and feelings that are attached so that it becomes a different personality between one individual and another, which results from observations, thoughts and decision makers on the basis of beliefs and

environmental support.

The impact of low learning discipline is certainly not good for the success of the student learning process (Fajriani, 2019). Indiscipline interferes with learning so that it affects the lack of development of learning achievement, maybe even in cases of grade failure. As with Sumantri's research (2010), regarding the effect of learning discipline on student achievement, Aslianda and Nurhaidah's research (2017) proved a positive relationship between learning discipline and learning outcomes.

The higher the student's learning discipline, the higher the learning outcomes obtained, conversely, the lower the student's learning discipline, the lower the learning outcomes obtained. Research of Yasin et al. (2013) proved that there is a positive relationship between learning discipline and learning motivation. If students have high learning discipline, they have high motivation, and vice versa. In order for the learning process to occur effectively, the discipline of teaching teachers needs to be cultivated in every school, especially at the elementary school level, which is the mainstay of human resource development that influences the development of the mental attitude of students learning in the future at the educational level. But cultivating discipline is not simple because it involves aspects of teaching and learning activities, the scope of duties, and the teaching profession and is supported by a conducive work environment.

Teachers' understanding of work discipline, which is still interpreted as limited to school attendance, teaching on time, makes work discipline in schools and has an impact on low student learning outcomes. The teacher's task is very strategic in formal education because it is the teacher who has the task of managing the teaching and learning process both at the planning and implementation stages as well as learning evaluation.

3.12. Primary School Children

Elementary schools are students who are currently studying at basic educational institutions or the equivalent. Usually, the age of elementary school children is between six and thirteen years. Children at this age are often referred to as the school period because at that time children are ripe for going to school (Herlina, 2018). According to Trianingsih (2018), in general, elementary school-age children are children aged around 7 to 12 years who are pursuing their formal education in an elementary school. In particular, elementary school-age children are children aged 7 to 12 years who are at a certain stage of development both cognitively, physically, morally, and socially emotionally.

Elementary schools are social institutions that must provide basic education to the community. Education is taken for 6 years and becomes the lowest level formal education and influences the formation of student character. Based on this theory, it can be concluded that elementary schools are children aged between 6 and 12

years, which is commonly called the intellectual period. Where children's knowledge continues to increase rapidly with age, the skills mastered are also increasingly diverse.

3.13. Characteristics of Elementary School Children

Characteristics of elementary school-age children that teachers need to know in order to better know the condition of students, especially at the elementary school level where this is learning the physical skills needed to play, as growing beings, developing a healthy attitude about oneself, learning associate with peers, and begin to develop male or female social roles (Inswide, 2021). According to Alim in Nugraha (2020), when viewed physically, the characteristics of elementary school-age children are: 1) Elementary school-age children like to play. Education must understand child development, provide physical activity with play models, and 2) elementary school-age children like to move. Elementary school-age children are different from adults who feel comfortable sitting for hours, but different children may even sit quietly for a maximum of 30 minutes, 3) Elementary school-age children like group activities. Elementary school-age children generally group with their peers or their age. As for the characteristics of elementary school children, according to Mustadi (2013), the child's ability to think develops from concrete to abstract, where children should not be forced to go to the next stage of development. The child must first understand the material that was presented before, and then the new teacher may proceed to the next stage.

Based on the explanation above, it can be concluded that the characteristics of elementary school children include children who spontaneously pay attention to events and objects around them. They have broad interests and are scattered around their environment, children have the urge to investigate and find things they want to know for themselves, and always want to do something they want to be active, learn, and do.

3.14. The Development of Elementary School Children

The development of elementary school-age children is the right age for learning motion, learning motion is a form of learning that has an emphasis on something specific, namely the goal of improving the quality of movement. According to Havighurst in Salminawati and Assingkily (2020), the development of elementary school-age children is divided into two categories: 1) Emotional development, feelings that are reflected in the form of actions or real actions to other people or to oneself to express moods or his soul, 2) Moral development, children are able to follow the rules or demands of their parents or social environment.

At the end of this age (age 11 or 12 years), children can already understand the reasons underlying a rule. Based on the theory above, it can be concluded that development is related to integrated personality.

Elementary school children aged between 6 and 11 years is in the middle childhood phase. In the middle childhood phase, children have the basic skills of counting, writing, and reading. The developmental phase of elementary school children can be seen from several main aspects of the individual child's personality, namely aspects 1) physical-motor, 2) cognition, 3) socio-emotional, 4) language, and 5) religious morals.

4. Research Results

4.1. The Description of Respondent Data

Based on the results of data analysis in this study, this study included two variables, namely, variable X (free) and variable Y (bound). The independent variable relates to the dual role of parents to educators, as the dependent variable relates to the formation of the disciplined character of student learning. To obtain the required data, a questionnaire was designed to measure the dual role of parents as educators and the formation of the disciplined character of student learning.

Before carrying out research actions, researchers conducted trials on research instruments. Researchers conducted validation and reliability tests. After distributing questionnaires about the dual role of parents as educators and the formation of the disciplined character of student learning, the validity and reliability were calculated with the help of the product moment correlation formula and Cronbach's alpha assisted by the Statistica Package for the Social Science (SPSS) software version 25. Variable X (Role parental double) before the validity test as many as 25 questions then after the validity test was carried out there were 11 valid questions and 14 dropped questions. In the Y variable (the formation of the character of student learning discipline) before the validity test, there were 25 questions, and after the validity test was carried out there were 25 valid questions. After testing the validity, the researcher conducted his research at SD Lab. School FIP-UMJ, South Tangerang, Indonesia. The population in this study was 512 students. The sample used by the researcher is a saturated sample where all the population is taken as a sample, namely 512 students.

4.2. Results of Data Analysis

Test the validity of the questionnaire in this study using the SPSS Program. The V25 validity test produced valid questionnaire items and invalid questionnaire items with valid criteria (0.334). So here is a list of valid and invalid items. The following is the respondent's data at the SD Lab School FIP-UMJ, South Tangerang, Indonesia, which is the target of this study, which covers classes I to VI as a whole, can be seen in Table 1.

Table 1. Characteristics of the respondents based on gender

No.	Gender	Absolute frequency	Percentage
01	Boys	278	54%

02	Girl	23	46%
	Total	512	100%

Based on the table above, the number of respondents in elementary schools in SD. Lab School FIP-UMJ, South Tangerang, Indonesia has 512 students, while the number of samples consists of Class I to Class VI, with a total number of 278 males and 234 females; the data were analyzed using statistical tests.

4.3. Data Interpretation

Discussion of the results of research on the dual role of parents as educators to instill discipline and character formation in elementary school students has been processed using simple regression analysis and a coefficient of determination test. Research results and data analysis using statistical test tools have been carried out in elementary schools in SD. Lab School FIP-UMJ, South Tangerang, Indonesia, there are several research interpretations which are presented in accordance with the stage of analysis in this study.

The first stage is testing the validity and reliability of the questionnaire. Validity testing was used to determine the validity or suitability of the questionnaire used by researchers in measuring and obtaining research data from respondents. The reliability test is used to determine if the questionnaire has consistency if the measurement is carried out repeatedly. The results of the validity test for variable X were obtained from 25 questionnaire items, there were 14 invalid questionnaire items and in the Y variable, out of 25 questionnaire items, none were invalid, so that in the X variable, there were 11 valid questionnaire items and in the Y variable, there were 25 valid questionnaire items to be filled in by the respondent. The results of the reliability test are addressed by the Cronbach alpha value, where the value of the X variable is 0.736 and the Y variable has a value of 0.786. It can be concluded that the instrument is quite reliable or can be trusted, the statistical test results are shown in the following Figure 1.

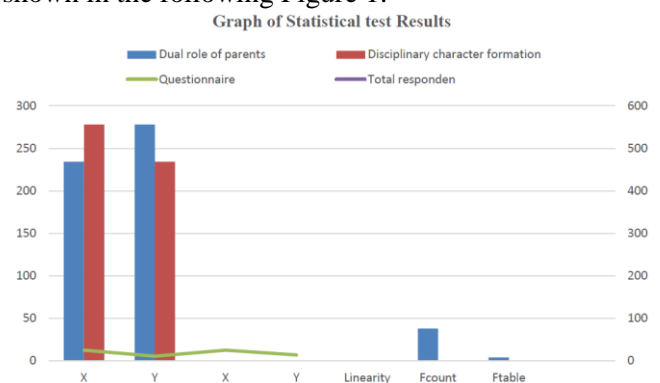


Figure 1. Statistical test results

The second stage is the stage that is a requirement for data analysis, this stage includes testing for normality, homogeneity, and linearity. The results of the normality test on this questionnaire are declared normal because if the significance value is > 0.05 , then the residual values are normally distributed. The significance value obtained is $0.179 > 0.05$, it can be

concluded that the residual values are normally distributed. The results of the homogeneity test in this study were stated to be homogeneous referring to decision making if the significance value was > 0.05 , the data distribution was homogeneous. Because in this study the significance value was $0.100 > 0.05$, the value was homogeneous.

The last stage in the requirements analysis is the linearity test; the linearity test function is used to determine the form of the relationship between the independent variables and the dependent variable. In testing the linearity of the questionnaire data in this study, it was declared linear because the sig. deviation from linearity $0.226 > 0.05$, based on the decision basis if the sig. deviation from linearity was greater than 0.05 ; thus, the independent variable and the dependent variable had a linear relationship.

5. Conclusion

Answering the formulation of the problem, data has been obtained from research results regarding the effect of parenting parents on the character of learning discipline, which can be concluded that:

1. The role of time management and the dual function of parents as educators to instill discipline and character building for elementary school students in SD Lab FIP-UMJ School, South Tangerang, Indonesia can be seen in the hypothesis test using significance or regression significance (F test), which obtains $F_{count} > (37,927 > 3,92)$, then H_0 is not accepted/rejected. Thus, the result of this test is to reject H_0 and accept H_a , which means that there is an influence between the role of time management and the dual function of parents on the character building of elementary school students in SD Lab FIP-UMJ. South Tangerang Indonesia.

2. Through the formation of the character of student learning discipline in the SD Lab School FIP-UMJ, South Tangerang, Indonesia, is still lacking in self-discipline in learning independently and still needs assistance. This happens because many parents are busy with work so that it interferes with children's learning, many children are late in submitting assignments for reasons they forget or do not know but it turns out there is a lack of parental guidance or supervision.

3. The R_{square} value is 0.223 ; thus, the magnitude of the role of time management and the dual function of parents as educators in the formation of the disciplined character of student learning is 0.223 or $KD = 0.223 \times 100\% = 22.3\%$, while 77.7% is influenced by other variables outside the research or with coefficient non-determination.

5.1. Suggestions

Based on the description of the research results, several suggestions can be put forward as follows:

1. It is expected that students will obey the rules more, be disciplined on time, and be disciplined in learning with direct guidance from educators and parents. This is certainly expected to be applied in

everyday life and indirectly become a habit in everyday life.

2. It is hoped that parents will pay more attention to time management and instill the formation of the child's disciplinary character, both at home and at school. Teach children from an early age the importance of discipline in life, because it has an impact when children grow up later.

3. The results of this study can serve as basic information for conducting further research on the role of time management and the dual function of parents as education to form the disciplined character of students. Furthermore, it is suggested to review this scientific paper, so that the development of science in further research will result in better improvement

References

- [1] ADNAN, M. (2018). Pola Asuh Orangtua dalam Pembentukan Akhlak Anak dalam Pendidikan Islam dalam Cendekia. *Jurnal Studi Keislaman*, 4(1). Retrieved from <https://www.neliti.com/publications/268486/pola-asuh-orang-tua-dalam-pembentukan-akhlak-anak-dalam-pendidikan-islam>
- [2] AGUSTIN, T.Y., EDI GUNANTO, Y., & LISTIANI, T. (2017). Hubungan Motivasi Belajar dan Disiplin Belajar Siswa Kelas IX Pada Pembelajaran Matematika di Suatu Sekolah Kristen. *Journal of Holistic Mathematics Education*, 1(1), pp. 32-40. <http://dx.doi.org/10.19166/johme.v1i1.716>
- [3] ARIANI, D.W. (2016). Why do I Study? The Mediating Effect of Motivation and Self-Regulation on Student Performance. *Business Management and Education*, 14(2), pp. 153-178. <http://dx.doi.org/10.3846/bme.2016.329>
- [4] ASTAWA, N.L.P.N.S.P., ARTINI, L.P., & NITIASIH, P.K. (2017). Project-based learning activities and EFL students' productive skills in English. *Journal of Language Teaching and Research*, 8(6), pp. 1147-1155. <https://doi.org/10.17507/jltr.0806.16>
- [5] ATKINSON, F. (2009). *Successful Time Management: Get More Out of Your Day*. Crimson Business.
- [6] ASLIANDA, Z., & NURHAIDAH, N. (2017). Hubungan disiplin belajar terhadap hasil belajar siswa kelas IV Sekolah Dasar Negeri 18 Banda Aceh. *Jurnal Ilmiah Mahasiswa Pendidikan Guru Sekolah Dasar*, 2(1), pp. 236-243. Retrieved from <https://www.neliti.com/publications/187310/hubungan-disiplin-belajar-terhadap-hasil-belajar-siswa-kelas-iv-sekolah-dasar-ne#cite>
- [7] AYUNM, Q. (2017). Pola Asuh Orangtua dan Metode Pengasuhan dalam Membentuk Kepribadian Anak. *Dalam Thufula*, 5(1). Retrieved from <https://journal.iainkudus.ac.id/index.php/thufula/article/view/2421/pdf>
- [8] CHANDRA, A. (2017). Hubungan Perhatian Orangtua dan Iklim Sekolah dengan Disiplin Pada

- Siswa SMP Negeri 2 Padang Tualang Kabupaten Langkat. *Jurnal Psychomutiara*, 1(1), pp. 1-14. Retrieved from <http://e-journal.sari-mutiara.ac.id/index.php/Psikologi/article/view/129/147>
- [9] COVEY, S.R., MERRILL, A.R., & MERRILL, R.R. (1994). *First Things First*. Simon and Schuster
- [10] DARMADI (2017). *Pengembangan Model dan Metode Pembelajaran dalam Dinamika Belajar Siswa*. Deepublish.
- [11] DEWI, W., & MADE (2019). Kontribusi Disiplin Belajar dan Motivasi Berprestasi Terhadap Hasil Belajar Matematika. *Jurnal For Lesson and Learning Studies*, 12(1), p. 123. <https://doi.org/10.23887/jlpp.v2i2.15397>
- [12] FAJRIANI, E. (2019). *The Effect of Shadowing Technique on Students' Listening Ability in Words Recognition*. University of Muhammadiyah Sumatera Utara. Retrieved from <http://repository.umsu.ac.id/bitstream/handle/123456789/1400/SKRIPSI%20ENDAH%20FAJRIANI.pdf?sequence=1&isAllowed=y>
- [13] GUNARSA, S.D. (2004). *Psikologi Praktis Anak, Remaja dan Keluarga*. PT Gunung Mulia.
- [14] HERLINA (2018). Social maturity of children and ability problem through education of social science. In *Proceeding of International Conference on Child-Friendly Education*. Universitas Muhammadiyah Surakarta. Retrieved from <https://publikasiilmiah.ums.ac.id/handle/11617/10016>
- [15] INDRIANTI, R., DJAJA, S., & SUYADI, B. (2017). Pengaruh Motivasi dan Disiplin Belajar Terhadap Hasil Belajar Mata Pelajaran Prakarya dan Kewirausahaan. *Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi, dan Ilmu Sosial*, 11(12), pp. 69-75. <https://doi.org/10.19184/jpe.v11i2.6449>
- [16] INSWIDE (2021). *Wawasan Pendidikan Karakter*. Nasya Expanding Management.
- [17] KHAIRIYATURRIZKYAH & NURAENI (2008). Hubungan antara Pola Asuh Demokratis dengan Disiplin Belajar Pada Siswa di SMA Negeri 1 Labuapi. *Jurnal Realita*, 3(5). Retrieved from <https://e-journal.undikma.ac.id/index.php/realita/article/view/2107#>
- [18] KOSTELNIK (2017). *Developmentally Appropriate Practice, self-discipline is the voluntary internal regulation of behavior*. N.d.
- [19] MISNAWATI, A., & JOKO, W. (2017). Pengaruh Sosial Ekonomi Keluarga dan Disiplin Belajar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Pengantar Ekonomi Kelas X SMK Widya Praja Ungaran. *Economic Education Analysis Journal*, 6(1), pp. 96-108. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/13476/7359>
- [20] MULYASA (2013). *Thought Development and Implementation Curriculum*. Rodakarya.
- [21] MUSTADI, A. (2013). *Communication Competence Based Language Teaching: An English Course Design for Primary Teacher Education*. UNY Press.
- [22] NUGRAHA, T., MAULANA, M., & MUTIASIH, P. (2020). Sundanese Ethnomathematics Context in Primary School Learning. *Mimbar Sekolah Dasar*, 7(1), pp. 93-105. <https://doi.org/10.17509/mimbarsd.v7i1.22452>
- [23] NURPADJLAH (2019). *Pengaruh Kedisiplinan Guru Terhadap Motivasi Berprestasi Guru Sekolah SMA 12 Kabupaten Tangerang-Banten*. Universitas Islam Negeri Sultan Maulana Hasanudin Banten.
- [24] PRATIWI, R.S., & MUHSIN, M. (2018). Pengaruh tata tertib sekolah, lingkungan keluarga, lingkungan teman sebaya, dan minat belajar terhadap disiplin belajar. *Economic Education Analysis Journal*, 7(2), pp. 638-653. Retrieved from <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/28281>
- [25] PUTRA, A.A., & SONEDI (2021). Improving Social Science Learning Outcomes Using Guided Teaching Model In Indonesian Context. *Eurasian Journal of Educational Research*, 93, pp. 391-406. <https://files.eric.ed.gov/fulltext/EJ1300019.pdf>
- [26] SALMINAWATI, & ASSINGKILY, M.S. (2020). *Filsafat Ilmu Pendidikan Dasar Islam*. K-Media.
- [27] SARI, B.P., & HADY, S.H. (2017). Meningkatkan Disiplin Belajar Siswa Melalui Manajemen Kelas. *Jurnal Pendidikan Manajemen Perkantora*, 2(2), pp. 233-241. <https://doi.org/10.17509/jpm.v2i2.8113>
- [28] SARI, M. (2019). *Efektivitas Layanan Konseling Kelompok dengan Teknik Positive Reinforcement Untuk Meningkatkan Disiplin Belajar Peserta Didik Kelas VIII di SMP Negeri 20 Bandar Lampung Tahun Pelajaran 2020*. Universitas Islam Negeri.
- [29] SARI, P.P., SUMARDI, & MULYADI, S. (2020). Pola Asuh Orangtua Terhadap Perkembangan Emosional Anak Usia Dini. *Jurnal PAUD Agapedia*, 4(1), pp. 157-170. <https://doi.org/10.17509/jpa.v4i1.27206>
- [30] SAUCIER, D.A., JONES, T.L., RENKEN, N.D., & SCHIFFER, A.A. (2021). A Model for Offering Professional Development of Faculty and Graduate Students in Teaching. *Journal on Centers for Teaching and Learning*, 13, pp. 3-16. Retrieved from <https://openjournal.lib.miamioh.edu/index.php/jctl/article/download/221/124>
- [31] SCHROEDER, R.D., & MOWEN, T.J. (2014). Parenting Style Transitions and Delinquency. *Youth & Society*, 46(2), and 228-254. <https://doi.org/10.1177/0044118X12469041>
- [32] SETIARANI, S., & SUCHYADI, Y. (2018). Pola Asuh Orangtua Terhadap Anak Tuna Netra Berprestasi Usia Sekolah Dasar. *Jurnal Pendidikan dan Pengajaran Guru Sekolah Dasar*, 1(1). <https://doi.org/10.55215/jppguseda.v1i1.866>

- [33] SETYANINGSIH, A. (2021). Pola Asuh Orangtua dan Minat Belajar Peserta Didik Pada Proses Pembelajaran E-Learning. *Media Informasi dan Komunikasi Ilmiah*, 3(1), pp. 87-95. Retrieved from <https://jurnalstitmaa.org/alasma/article/view/64>
- [34] SHOAI, M., & ULLAH, H. (2021). Classroom Environment, Teacher, and Girl Students' Learning Skills. *Education and Urban Society*, 53(9), pp. 1039-1063. <https://doi.org/10.1177/00131245211001908>
- [35] SINA, P.G. (2017). *The Inspiration Learning*. Guepedia.
- [36] SISRAZENI (2018). Hubungan Pola Asuh Orangtua dengan Kecerdasan Emosional dan Sikap Keberagaman Mahasiswa Batusangkar. *Jurnal Psiko Islam Media Jurnal Psikologi*, 3(2), pp. 314-321. Retrieved from <https://jurnal.ar-raniry.ac.id/index.php/Psikoislam/article/view/5627/3584>
- [37] SLAMETO (2010). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta.
- [38] SUGIARTO, A.P., SUYATI, T., & YULIANTI, P.D. (2019). Faktor Kedisiplinan Belajar Pada Siswa Kelas X SMK Lenda Brebes. *Jurnal Mimbar Ilmu*, 24(2), pp. 232-238. <https://doi.org/10.23887/mi.v24i2.21279>
- [39] SUMANTRI, B. (2010). Pengaruh Disiplin Belajar terhadap Prestasi Belajar Siswa Kelas XI SMK PGRI 4 Ngawi Tahun Pelajaran 2009/2011. *Media Prestasi*, 6(3). Retrieved from <https://www.semanticscholar.org/paper/PENGARUH-DISIPLIN-BELAJAR-TERHADAP-PRESTASI-Sumantri/e4a67f368a3d8fa1b9d988f45f2dbaa6ca0927b1>
- [40] SUPENAWINATA, A., MARLIANI, R., SAKINAH, A., & INDRA IRAWAN, F. (2018). *Be Smart Parent Dengan Pola Asuh Positif*. Pusat Pengabdian Kepada Masyarakat. <https://doi.org/10.13140/RG.2.2.19684.91521>
- [41] TRIANINGSIH, R. (2018). Pengantar Praktik Mendidik Anak Usia Sekolah Dasar. *Jurnal Al Ibtida*, 3(1), pp. 197-211. <http://dx.doi.org/10.24235/al.ibtida.snj.v3i2.880>
- [42] UNARAJA, Z. (2017). *Pelaksanaan Diversi Dalam Peradilan Pidana Anak Di Kejaksaan Negeri*. Universitas Atma Jaya Yogyakarta. Retrieved from <http://e-journal.uajy.ac.id/12288/1/JURNAL%20HK10435.pdf>
- [43] VIA, I., & PADANG, A.T. (2021). Pentingnya Tata Tertib dalam Membentuk Disiplin Belajar Siswa SMP. *Jurnal KAIROS*, 1(1), pp. 79-94. Retrieved from <https://ojs.uph.edu/index.php/KAIROS/article/view/3164>
- [44] WAHYUDI (2019). *Pengaruh Pemberian Hukuman Terhadap Tingkat Disiplin Belajar Siswa di SMP Negeri 4 Marioriwawo Kabupaten Soppeng*, Fakultas Ilmu Sosial Universitas Negeri Jakarta.
- [45] WIYANI, N.A. (2020). Implementation of a Character Education Strategy in the Perspective of Permendikbud Number 23 of 2015 at Raudhatul Athfal. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan*, 6(02), pp. 141-152. https://pdfs.semanticscholar.org/f9ea/64e7a0c4e6dddf0344ff9bd0251541228c023.pdf?gl=1*vllaiiz*ga*MzQwNzYzMDU3LjE2ODUzNDg3Mzk.*ga_H7P4ZT52H5*MTY4NzE2NjQwOS42LjAuMTY4NzE2NjQ1Ny4xMi4wLjA
- [46] YASIN, F., FIRDAUS, R., & JANI, M. (2013). Islamic Education: The Philosophy, Aim, and Main Features. *International Journal of Education and Research*, 1, pp. 1-18. Retrieved from [https://www.scirp.org/\(S\(351jmbntvnst1aadkojze\)\)/reference/referencespapers.aspx?referenceid=1647527](https://www.scirp.org/(S(351jmbntvnst1aadkojze))/reference/referencespapers.aspx?referenceid=1647527)
- [47] ZALEHA OMAIN, S. (2021). *Teaching Philosophy*. Siti Zaleha Omain. Retrieved from <https://people.utm.my/szaleha/2021/12/25/teaching-philosophy/>

参考文献:

- [1] ADNAN, M. (2018). 学者在伊斯兰教育中儿童道德形成的养育模式。伊斯兰研究杂志, 4(1). 从...获得 <https://www.neliti.com/publications/268486/pola-asuh-orang-tua-dalam-pembentukan-akhlak-anak-dalam-pendidikan-islam>
- [2] AGUSTIN, T.Y., EDI GUNANTO, Y., 和 LISTIANI, T. (2017). 九年级学生在基督教学校学习数学的学习动机与学习纪律之间的关系。整体数学教育杂志, 1 (1), 第 32-40 页. <http://dx.doi.org/10.19166/johme.v1i1.716>
- [3] ARIANI, D.W. (2016). 我为什么学习? 动机和自我调节对学生成绩的中介作用。企业管理与教育, 14(2), 第 153-178 页. <http://dx.doi.org/10.3846/bme.2016.329>
- [4] ASTAWA, N.L.P.N.S.P., ARTINI, L.P., 和 NITIASIH, P.K. (2017). 基于项目的学习活动与英语外语学生的英语生产能力。语言教学与研究杂志, 8(6), 第 1147-1155 页. <https://doi.org/10.17507/jltr.0806.16>
- [5] ATKINSON, F. (2009). 成功的时间管理: 从你的一天中获得更多。深红业务.
- [6] ASLIANDA, Z., 和 NURHAIDAH, N. (2017). 公立小学18班达亚齐四年级学生的学习纪律与学习成果之间的关系。小学师范生科学杂志, 2(1), 第 236-243 页. 从...获得 <https://www.neliti.com/publications/187310/hubungan-disiplin-belajar-terhadap-hasil-belajar-siswa-kelas-iv-sekolah-dasar-ne#cite>

- [7] AYUNM, Q. (2017). 育儿模式与育儿方法对儿童人格的塑造。在苏富拉, 5(1)。从...获得 <https://journal.iainkudus.ac.id/index.php/thufula/article/view/2421/pdf>
- [8] CHANDRA, A. (2017). 父母关注与学校氛围与公立初中学生纪律之间的关系2图朗油田, 冷卡特摄政区。心珠杂志, 1(1), 第 1-14 页。从...获得 <http://e-journal.sari-mutiara.ac.id/index.php/Psikologi/article/view/129/147>
- [9] COVEY, S.R., MERRILL, A.R., 和 MERRILL, R.R. (1994). 要事第一。西蒙和舒斯特。
- [10] DARMADI (2017). 学生学习动态学习模型和方法的发展。深度发布。
- [11] DEWI, W., 和 MADE (2019). 学习纪律和成就动机对数学学习成果的贡献。课程与学习研究杂志, 12 (1), 第123页。 <https://doi.org/10.23887/jppp.v2i2.15397>
- [12] FAJRIANI, E. (2019). 影子技巧对学生听力认字能力的影响。穆罕默迪亚苏门答腊北大学。从...获得 <http://repository.umsu.ac.id/bitstream/handle/123456789/1400/SKRIPSI%20ENDAH%20FAJRIANI.pdf?sequence=1&isAllowed=y>
- [13] GUNARSA, S.D. (2004). 儿童、青年和家庭实用心理学。贵族山有限责任公司。
- [14] HERLINA (2018). 通过社会科学教育培养儿童的社会成熟度和能力问题。爱生教育国际会议进行中。穆罕默迪亚泗水大学。从...获得 <https://publikasiilmiah.ums.ac.id/handle/11617/10016>
- [15] INDRIANTI, R., DJAJA, S., 和 SUYADI, B. (2017). 学习动机和纪律对工艺和创业学科学学习成果的影响。教育、经济学和社会科学科学杂志, 11(12), 第 69-75 页。 <https://doi.org/10.19184/jpe.v11i2.6449>
- [16] INSWIDE (2021). 品格教育见解。纳西亚扩展管理。
- [17] KHAIRIYATURRIZKYAH 和 NURAENI (2008). 州立高中1南瓜学生民主教养与学习纪律之间的关系。现实杂志, 3(5)。从...获得 <https://e-journal.undikma.ac.id/index.php/realita/article/view/2107#>
- [18] KOSTELNIK (2017). 发展适当的做法, 自律是自愿的内部行为规范。没有数据
- [19] MISNAWATI, A., 和 JOKO, W. (2017). 家庭社会经济和学习纪律对维迪亚普拉佳温加兰职业高中X班经济学概论科目学生学习成果的影响。经济教育分析期刊, 6(1), 第 96-108 页。从...获得 <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/13476/7359>
- [20] MULYASA (2013). 思想发展和实施课程。罗达卡里亚。
- [21] MUSTADI, A. (2013). 基于交际能力的语言教学: 小学教师教育英语课程。日惹国立大学出版社。
- [22] NUGRAHA, T., MAULANA, M., 和 MUTIASIH, P. (2020). 小学学习中的巽他民族数学语境。小学论坛, 7(1), 第 93-105 页。 <https://doi.org/10.17509/mimbarsd.v7i1.22452>
- [23] NURPADJLAH (2019). 教师纪律对高中教师成就动机的影响 12, 丹格朗-万丹摄政区。苏丹毛拉纳哈桑努丁万丹国立伊斯兰大学。
- [24] PRATIWI, R.S., 和 MUHSIN, M. (2018). 校规、家庭环境、同伴环境和学习兴趣对学习纪律的影响。经济教育分析期刊, 7(2), 第 638-653 页。从...获得 <https://journal.unnes.ac.id/sju/index.php/eeaj/article/view/28281>
- [25] PUTRA, A.A., 和 SONEDI (2021). 在印度尼西亚语境中使用指导教学模式改善社会科学学习成果。欧亚教育研究杂志, 93, 第 391-406 页。 <https://files.eric.ed.gov/fulltext/EJ1300019.pdf>
- [26] SALMINAWATI, 和 ASSINGKILY, M.S. (2020). 基础伊斯兰教育哲学。K-媒体。
- [27] SARI, B.P., 和 HADY, S.H. (2017). 通过课堂管理改善学生的学习纪律。办公室管理教育杂志, 2(2), 第 233-241 页。 <https://doi.org/10.17509/jpm.v2i2.8113>
- [28] SARI, M. (2019). 2020学年班达楠榜州立初中20班达楠榜市八年级学生使用正强化技术提高学习纪律的团体咨询服务的有效性。国立伊斯兰大学。
- [29] SARI, P.P., SUMARDI, 和 MULYADI, S. (2020). 幼儿情感发展的养育模式。幼儿教育杂志爱佳百科, 4(1), 第 157-170 页。 <https://doi.org/10.17509/jpa.v4i1.27206>
- [30] SAUCIER, D.A., JONES, T.L., RENKEN, N.D., 和 SCHIFFER, A.A. (2021). 在教学中提供教师和研究生专业发展的模型。教学中心期刊, 13, 第 3-16 页。从...获得 <https://openjournal.lib.miamioh.edu/index.php/jctl/article/download/221/124>
- [31] SCHROEDER, R.D., 和 MOWEN, T.J. (2014). 养育方式转变和犯罪。青年与社会, 46(2), 第 228-254 页。 <https://doi.org/10.1177/0044118X12469041>

- [32] SETIARANI, S., 和 SUCHYADI, Y. (2018). 优秀小学适龄盲童的育儿模式。小学教师教育与教学学报, 1(1). <https://doi.org/10.55215/jppguseda.v1i1.866>
- [33] SETYANINGSIH, A. (2021). 乙-学习学习过程中学生的育儿模式和学习兴趣。科学信息和传播媒体, 3(1), 第 87-95 页。从...获得 <https://jurnalstitmaa.org/almasma/article/view/64>
- [34] SHOAI, M., 和 ULLAH, H. (2021). 课堂环境、教师和女学生的学习技能。教育与城市社会, 53(9), 第 1039-1063 页。 <https://doi.org/10.1177/00131245211001908>
- [35] SINA, P.G. (2017). 灵感学习。百科全书.
- [36] SISRAZENI (2018). 巴图桑卡学生的教养方式与情绪智力和多样性态度之间的关系。伊斯兰心理媒体杂志心理学杂志, 3(2), 第 314-321 页。从...获得 <https://jurnal.ar-raniry.ac.id/index.php/Psikoislam/article/view/5627/3584>
- [37] SLAMETO (2010). 学习及其影响因素。里内卡西普塔.
- [38] SUGIARTO, A.P., SUYATI, T., 和 YULIANTI, P.D. (2019). 拉伦达布雷贝斯职业高中X班学生学习纪律的影响因素。科学讲坛杂志, 24(2), 第 232-238 页。 <https://doi.org/10.23887/mi.v24i2.21279>
- [39] SUMANTRI, B. (2010). 学习纪律对十一年级职业高中学生成绩的影响印度尼西亚共和国联合教师4纳维学年2009/2011。成就媒体, 6(3). 从...获得 <https://www.semanticscholar.org/paper/PENGARU-H-DISIPLIN-BELAJAR-TERHADAP-PRESTASI-BELAJAR-Sumantri/e4a67f368a3d8fa1b9d988f45f2dbaa6ca0927b1>
- [40] SUPENAWINATA, A., MARLIANI, R., SAKINAH, A., 和 INDRA IRAWAN, F. (2018). 通过积极的养育方式成为聪明的父母。社区服务中心. <https://doi.org/10.13140/RG.2.2.19684.91521>
- [41] TRIANINGSIH, R. (2018). 小学适龄儿童教育实践导论。艾布提达杂志, 3(1), 第 197-211 页。 <http://dx.doi.org/10.24235/al.ibtida.snj.v3i2.880>
- [42] UNARAJA, Z. (2017). 在地方检察官处实施少年刑事司法分流。日惹阿特玛再也大学。从...获得 <http://e-journal.uajy.ac.id/12288/1/JURNAL%20HK10435.pdf>
- [43] VIA, I., 和 PADANG, A.T. (2021). 规则在初中生学习纪律形成中的重要性。凯罗斯杂志, 1(1), 页数79-94。从...获得 <https://ojs.uph.edu/index.php/KAIROS/article/view/3164>
- [44] WAHYUDI (2019). 惩罚对国立初中学生学习纪律水平的影响4马里奥里瓦沃, 索彭摄政, 雅加达国立大学社会科学学院.
- [45] WIYANI, N.A. (2020). 从2015年第23期永久布告的角度在劳达图阿法尔实施品格教育战略。塔巴维：教育管理科学杂志, 6(02), 第 141-152 页。 https://pdfs.semanticscholar.org/f9ea/64e7a0c4e6ddf0344ff9bd0251541228c023.pdf?gl=1*vllaiiz*ga*MzQwNzYzMDU3LjE2ODUzNDg3Mzk.*ga_H7P4ZT52H5*MTY4NzE2NjQwOS42LjAuMTY4NzE2NjQ1Ny4xMi4wLjA
- [46] YASIN, F., FIRDAUS, R., 和 JANI, M. (2013). 伊斯兰教育：哲学、目标和主要特征。国际教育与研究杂志, 1, 第 1-18 页。从...获得 [https://www.scirp.org/\(S\(351jmbntvnsjt1aadkozje\)\)/reference/referencespapers.aspx?referenceid=1647527](https://www.scirp.org/(S(351jmbntvnsjt1aadkozje))/reference/referencespapers.aspx?referenceid=1647527)
- [47] ZALEHA OMAIN, S. (2021). 教学理念。西蒂扎莱哈欧曼。从...获得 <https://people.utm.my/szaleha/2021/12/25/teaching-philosophy/>