

The Relationship between Parental Communication Patterns and Elementary School Students' Learning Discipline

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Abstract

Student learning discipline is one of the crucial foundations in achieving optimal academic achievement, but discipline problems are still often found in the elementary school environment. This study aims to analyze the relationship between parental communication patterns and the learning discipline of fifth-grade students at Rawabuntu 01 State Elementary School. This study used a quantitative approach with a correlational design, involving 54 students as samples selected through the Slovin formula. Data were collected through questionnaires measuring parental communication patterns based on openness, empathy, support, positive attitude, equality, and learning discipline based on order, self-control, and concentration. The results showed a positive and significant relationship between parental communication patterns and learning discipline, with a correlation value of 0.468 and a contribution of 21.9%. Specific findings show that positive attitudes and parental support have the most significant influence, while communication openness still needs improvement.

Keywords: parental communication; learning discipline; elementary school

Abstrak

Kedisiplinan belajar siswa merupakan salah satu fondasi penting dalam mencapai prestasi akademik yang optimal, namun permasalahan kedisiplinan masih sering ditemukan di lingkungan sekolah dasar. Penelitian ini bertujuan untuk menganalisis hubungan antara pola komunikasi orang tua dan kedisiplinan belajar siswa kelas lima di Sekolah Dasar Negeri Rawabuntu 01. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasional, melibatkan 54 siswa sebagai sampel yang dipilih melalui rumus Slovin. Data dikumpulkan melalui angket yang mengukur pola komunikasi orang tua berdasarkan aspek keterbukaan, empati, dukungan, sikap positif, dan kesetaraan, serta kedisiplinan belajar berdasarkan aspek ketertiban, pengendalian diri, dan konsentrasi. Hasil penelitian menunjukkan adanya hubungan positif dan signifikan antara pola komunikasi orang tua dan kedisiplinan belajar dengan nilai korelasi sebesar 0,468 dan kontribusi sebesar 21,9%. Temuan spesifik menunjukkan bahwa sikap positif dan dukungan orang tua memiliki pengaruh terbesar, sedangkan keterbukaan komunikasi masih perlu ditingkatkan.

Kata Kunci: pola komunikasi orang tua; kedisiplinan belajar; sekolah dasar

Introduction

Learning discipline is a fundamental pillar in shaping the character and achievements of elementary school students. During this developmental stage, discipline helps children understand the importance of adhering to rules and trains their self-control as a foundation for future success (Sheillamita et al., 2023). According to Nurmawati & Oktaviyani (2023), following school and classroom rules manifests well-internalized disciplined behavior. Discipline fosters regular thinking habits, instills a sense of satisfaction from effort-driven achievements, and ingrains values such as orderliness and responsibility in fulfilling learning obligations (Sri Ridatul Maria, 2023). Moreover, learning discipline is a key factor in achieving optimal academic performance as it involves regular school attendance, task completion, and focused participation in learning activities.

However, student discipline remains a serious issue in many elementary schools. Research by Haqqi et al. (2019) found that 80% of students face challenges with learning discipline, such as tardiness, failure to complete assignments, and behavior that violates school rules. A similar situation is observed at Rawabuntu 01 Elementary School, where frequent tardiness, neglect of teacher-assigned tasks, chatting during lessons, and lack of attention to personal and school cleanliness are prevalent. These problems indicate that learning discipline has yet to become a well-internalized habit for many students. This situation motivates researchers to examine factors influencing students' learning discipline, particularly parental communication patterns.

The family environment is the first and foremost context in a child's education and plays a significant role in shaping attitudes and disciplined habits. Family communication is one of the external factors influencing children's discipline (Rofiatun et al., 2023). Studies by Sholihah et al. (2019) and Afifah & Utami (2024) emphasize that effective communication, particularly two-way supportive communication, can improve children's learning discipline. Adiningrum et al. (2024) state that communication patterns characterized by openness, empathy, support, positivity, and equality foster a harmonious family atmosphere and cultivate children's awareness of the importance of learning responsibility. Therefore, examining the relationship between parental communication patterns and students' learning discipline is highly relevant, given the crucial role of parents in shaping their children's character and learning habits. As a key factor in achieving optimal academic performance, learning discipline requires special attention amidst educational challenges involving teachers, students, and family environments. This underscores the importance of exploring how parental communication patterns influence students' learning discipline.

Previous studies on the relationship between parental communication patterns and students' learning discipline have been conducted, but gaps remain, particularly in the context of elementary education. For instance, studies by Yana (2022) highlight the role of parenting styles in shaping learning discipline. However, most of these studies focus on general parenting styles (authoritarian, democratic, permissive) without delving into specific parental communication patterns. The communication patterns examined in this study include openness, empathy, support, positivity, and equality,

which may have different impacts than generalized parenting styles. Additionally, earlier studies predominantly utilized qualitative approaches or literature reviews (Sheillamita et al., 2023), whereas this research employs a quantitative correlational approach to provide measurable insights into variable relationships. This study aims to make a significant contribution by exploring in greater depth how specific elements of parental communication affect students' learning discipline, focusing on fifth-grade students at Rawabuntu 01 Elementary School. Using a questionnaire that measures learning discipline based on orderliness, self-control, and concentration and parental communication patterns based on openness, empathy, support, positivity, and equality, this study seeks to provide a more detailed understanding of the relationship between these factors. Unlike previous research involving middle and high school students (Salam et al., 2023; Yana, 2022), this study focuses on elementary school students with different psychological and academic developmental characteristics. Notably, there has been limited research on the impact of parental communication patterns on learning discipline at this level. Thus, the findings of this study are expected to offer new insights into how parental communication influences discipline among elementary-aged children, who may have unique communication needs compared to older students.

This research introduces a novel perspective by investigating the relationship between parental communication patterns and students' learning discipline at the elementary school level, specifically at Rawabuntu 01 Elementary School. Unlike earlier studies that primarily highlight general parenting styles, this research focuses on five aspects of interpersonal communication: openness, empathy, support, positivity, and equality. This approach emphasizes that parental communication is a routine, interpersonal process significantly shaping children's disciplined learning behaviors. Moreover, this study adopts a quantitative correlational design, providing objective data to evaluate relationships between variables systematically. Questionnaires enable systematic and measurable analysis, focusing on learning discipline assessed through orderliness, self-control, and concentration. This research aims to contribute meaningfully by broadening the understanding of how effective parental communication influences elementary school students' learning behavior.

The study analyzes explicitly the relationship between parental communication patterns and the learning discipline of fifth-grade students at Rawabuntu 01 Elementary School. It seeks to identify aspects of parental communication that significantly affect students' learning discipline. The research aims to provide deeper insights into how effective family communication shapes disciplined behavior in children, offering practical recommendations for parents and schools to enhance students' collaborative learning discipline. The optimal roles of family environments and school support are expected to foster strong discipline habits from an early age, contributing tangibly to improving educational quality at the elementary level.

Research Method

This study employs a quantitative approach with a correlational design to examine the relationship between Parental Communication Patterns (X) and Learning Discipline (Y) among fifth-grade students at Rawabuntu 01 Elementary School. The research

population consists of 118 students, with a sample of 54 students selected using Slovin's formula with a 10% margin of error. Data were collected through a questionnaire featuring four response options: always, often, rarely, and never. The questionnaire assessed learning discipline based on orderliness, self-control, and concentration, while parental communication patterns were evaluated based on openness, empathy, support, positivity, and equality. Additionally, documentation techniques were employed as secondary data sources, including school profiles, regulations, and student conditions.

Before implementation, the questionnaire underwent validity testing using Pearson's correlation coefficient in SPSS at a significance level of 0.05. The results indicated that out of 25 items for variable X, 21 were valid, and out of 23 items for variable Y, 19 were valid. Invalid items were excluded. Reliability testing using Cronbach's Alpha yielded values of 0.746 (X) and 0.748 (Y), indicating that the instruments are reliable since $\alpha > 0.60$.

The data were analyzed using descriptive statistics and hypothesis testing. Preliminary tests included normality and linearity tests. Hypothesis testing utilized Pearson's correlation and simple regression analysis. The criteria for hypothesis testing were as follows:

H_0 is accepted if $t_{table} > t_{count}$, indicating no significant correlation.

H_1 is accepted if $t_{table} < t_{count}$, indicating a significant correlation.

Result

Descriptive Statistics

Table 1 Parental communication patterns and student learning discipline

	Descriptive Statistics							
	N	Range	Max	Min	Sum	Mean	Std. Error	Std. Deviation
Parental Communication	54	35,00	84,00	49,00	3850,00	71,296	1,128	8,495
Student Discipline	54	29,00	76,00	47,00	3649,00	67,574	1,044	7,678

Table 1 presents descriptive statistical data for Parental Communication Patterns and Students' Learning Discipline based on responses from 54 fifth-grade students at Rawabuntu 01 Elementary School. For Parental Communication Patterns, the minimum score was 49, and the maximum score was 84, with a mean of 71.296 and a standard deviation of 8.495. This indicates considerable variation in the parental communication patterns experienced by students; however, most students rated their parental communication within the good to very good categories. For Students' Learning Discipline, the minimum score was 47, and the maximum score was 76, with a mean of 67.574 and a standard deviation of 7.678. These data suggest that while learning discipline varies among students, most fall into the good category. A more detailed distribution reveals that 61.12% of students demonstrated learning discipline in the good category, followed by 29.62% in the adequate category and 9.26% in the poor category.

These findings suggest that positive parental communication patterns have the potential to positively influence students' learning discipline despite individual variations among respondents. On average, fifth-grade students exhibit positive parental communication and good levels of learning discipline, supporting their academic success in school. A more detailed distribution of data based on specific indicators can be found in Table 2.

Table 2 Percentage of Parental communication patterns and student learning discipline

Indicator	Variable	Percentage	Category
Parental Communication Patterns	Open communication with the person being interacted with (parents)	79%	Good
	Acting honestly (both parents to children and vice versa)	80%	Good
	Understand and feel what others feel	88%	Very good
	Understanding other people's opinions and attitudes	88%	Very good
	Responding	86%	Very good
	Decision making	82%	Very good
	Positive feelings and thoughts	85%	Very good
	Demonstrated behavior or attitude	91%	Very good
	Recognition of worth	87%	Very good
Learning Discipline	Placing oneself as an equal	87%	Very good
	Arrive and leave school on time	88%	Very good
	Attend class according to the specified lesson schedule	87%	Very good
	Not leaving the class during the teaching and learning process	93%	Very good
	Submitting assignments on time	85%	Very good
	Being calm in the teaching and learning process	88%	Very good
	Not lying	91%	Very good
	Doing the assignment well	91%	Very good
	Focus on doing the task	89%	Very good
	Active in teaching and learning activities	83%	Very good
	Pay attention to the teacher's explanation	94%	Very good

Based on Table 2, the percentage results for the indicators of Parental Communication Patterns reveal that the highest indicator is Behavior or attitude displayed with 91% in the very good category. This indicates that parents tend to exhibit positive attitudes in their interactions with their children. Meanwhile, the indicator with the lowest percentage is Open communication with the person they interact with (parents) at 79% in the good category. This suggests that openness in communication between parents and students needs improvement to foster more effective communication that supports students' optimal development. For Learning Discipline, the highest indicator is Paying attention to the teacher's explanation, with 94% in the very good category. This reflects that students are highly focused on the learning process in class. On the other hand, the lowest indicator is Active participation in learning

activities, with 83%, which also falls into the very good category. While all aspects of students' learning discipline are rated very well, there is room to enhance students' active participation in learning activities to maximize outcomes.

The results for parental communication patterns and students' learning discipline at Rawabuntu 01 Elementary School are highly positive. Good communication patterns from parents, especially in terms of attitude and support, contribute to achieving excellent learning discipline among students. However, more attention should be given to improving communication openness and students' active participation in learning activities to elevate these already strong results to an even higher level of excellence.

Inferential Statistics

Normality and linearity tests were conducted using IBM SPSS Statistics 25. The normality test employed the Kolmogorov-Smirnov technique to assess the data distribution. The testing criterion is that if the significance value is > 0.05 , the data are normally distributed. The results showed an Asymp. Sig. (2-tailed) value of 0.200, indicating that the residual data from the variables Parental Communication Patterns and Learning Discipline are normally distributed. Subsequently, the linearity test was performed to determine whether the relationship between the two variables is linear. This was tested using the Test for Linearity at a significance level of 0.05. If the Deviation from Linearity value is > 0.05 , the relationship between the variables is considered linear. The test results showed a Deviation from Linearity value of 0.673, indicating a significant linear relationship between Parental Communication Patterns and Learning Discipline. These prerequisite tests confirm that the data are normally distributed and that the relationship between the variables is linear, allowing further analysis to be conducted.

Table 3 Correlation Test Results

		Correlation	
		Parental Communication Patterns	Learning Discipline
Parental Communication Patterns	Pearson Correlation	1	.468**
	Sig. (2-tailed)		.000
	N	54	54
Learning Discipline	Pearson Correlation	.468**	1
	Sig. (2-tailed)	.000	
	N	54	54

** . Correlation is significant at the 0.01 level (2-tailed).

In Table 3, the significance value (sig.) of $0.000 < 0.05$ indicates a correlation between parental communication patterns and learning discipline. Based on this calculation, the calculated r -value for the relationship between parental communication patterns and learning discipline is 0.468, which is greater than the r -table value of 0.266. Therefore, it can be concluded that there is a significant relationship between the variables of parental communication patterns and learning discipline. The correlation category can be referred to in Table 4.

Table 4 Correlation Coefficient Interval Categories

Coefficient Intervals	Level of Influence
0,00 – 0,20	No Correlation
0,21 – 0,40	Weak correlation
0,41 – 0,60	Medium correlation
0,61 – 0,80	Strong correlation
0,81 – 1,00	Perfect correlation

Table 4 shows a Pearson correlation value of 0.468, indicating that the correlation between parental communication patterns and learning discipline falls into the category of a moderate correlation. The results demonstrate a positive effect, meaning that the higher the parental communication pattern, the higher the students' learning discipline, and conversely, the lower the parental communication pattern, the lower the students' learning discipline. Based on these results, the alternative hypothesis (H_a) is accepted. With this data, the researcher can proceed to the next stage of analysis.

Table 5 Results of Regression Analysis

		Coefficients ^a		t	Sig.
		Unstandardized Coefficients	Standardized Coefficients		
		B	Std. Error	Beta	
1	(Constant)	36.712	8,143		4.508 .000
	parental communication patterns	.433	.113	.468	3.815 .000

a. Dependent Variable: Learning Discipline

Based on Table 5, the results of the simple linear regression analysis indicate that Parental Communication Patterns have a significant influence on Learning Discipline. This is evidenced by a significance value (Sig.) of 0.000, which is smaller than 0.05. Additionally, the calculated t -value of 3.815 is greater than the t -table value of 1.674 with degrees of freedom (df) = 52. Therefore, it can be concluded that there is a significant relationship between the variables Parental Communication Patterns and Learning Discipline.

The resulting regression coefficient is $B=0.433$, indicating that for every 1% increase in the value of trust in Parental Communication Patterns, Learning Discipline increases by 0.433, assuming all other variables remain constant. The constant (intercept) value of 36.712 suggests that when Parental Communication Patterns are valued at 0, the Learning Discipline score would be 36.712.

Table 6 Determination Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.468 ^a	.219	.204	6.853

a. Predictors: (Constant), Parental Communication Patterns

b. Dependent Variable: Learning Discipline

Based on Table 6, the R Square value, or coefficient of determination, is 0.219. This result indicates that Parental Communication Patterns have a positive and significant influence on students' Learning Discipline. Although the influence is categorized as

moderate (21.9%), it highlights that better parental communication patterns correlate with higher levels of student learning discipline. However, there are still other factors, accounting for 78.1%, that affect students' learning discipline, such as the school environment, peer influence, or students' internal factors, which require further investigation.

Discussion

The results of this study reveal a significant positive correlation between parental communication patterns and the learning discipline of fifth-grade students at Rawabuntu 01 Elementary School, with $r = 0.468$ and a significance level of $p = 0.000$. These findings emphasize that quality parental communication plays a crucial role in supporting students' disciplined behavior. The moderate correlation suggests that the more effective the parental communication pattern, the better the students' learning discipline. This is evident in the high scores for indicators such as positive behavior (91%), recognition of value (87%), and understanding of others' attitudes (88%). However, the openness of communication, scoring at 79%, indicates room for improvement to foster more effective communication between parents and children. Students' discipline was also notably strong, particularly in indicators such as paying attention to teacher explanations (94%) and submitting assignments on time (85%).

These findings align with Aminudin & Setyaningsih (2019) Interpersonal Communication Theory, which states that effective communication involving openness, empathy, and support significantly influences behavior and attitudes. In this context, parents' communication patterns characterized by positive attitudes and tangible support are key factors driving students' learning discipline. This theory is supported by high scores in various communication indicators, highlighting the significant role of parents in fostering positive reinforcement for children.

B.F. Skinner's Behaviorism Theory further supports these findings. Skinner (1965) explains that disciplined behavior in children can be developed through consistent reinforcement. Parents who provide appreciation, emotional support, and recognition act as positive reinforcers that help children build disciplined habits. Conversely, ineffective communication, such as domineering or unsupportive behavior, can hinder the development of disciplined behavior.

These results are consistent with the research of Sholihah et al. (2019), which demonstrated that effective two-way communication between parents and children enhances learning discipline and students' self-regulation abilities. In their study, children who felt valued and listened to by their parents tended to show better discipline in completing learning tasks. Similarly, Rahmayanty et al. (2023) highlighted the importance of integrative communication within families, where harmonious interactions between parents and children create a conducive atmosphere for instilling discipline from an early age. Avoiding authoritarian communication styles enables children to better understand and fulfill their responsibilities in daily learning processes.

Additionally, this study aligns with Bandura's (1977) Social Learning Theory, which posits that children learn through observation, imitation, and modeling of behaviors from their surroundings. Parents who exhibit positive communication

patterns, such as providing support and constructive responses, serve as effective role models for their children. Consequently, children are likely to imitate disciplined behaviors demonstrated by their parents, which are reflected in their learning activities.

From the simple regression analysis, parental communication patterns were found to contribute 21.9% to students' learning discipline. While this is a meaningful influence, other factors accounting for 78.1% – such as the school environment, peer relationships, and children's internal factors – also affect learning discipline. These findings underscore the critical role of parental communication but also highlight the need for a holistic approach involving schools and the broader social environment (Adawiyah & Suaedah, 2022). This study reinforces the understanding that effective parental communication can significantly improve students' learning discipline. Theoretical support and prior research emphasize that communication involving openness, emotional support, and positive reinforcement serves as a vital foundation for shaping children's disciplined behavior (Firdausi & Ulfa, 2022; Maulidya & Sa'adah, 2023). Therefore, harmonious communication within families must be consistently pursued, alongside support from educational and social environments.

This study has certain limitations that should be acknowledged for future reflection and improvement. One key limitation is the inconsistency in respondents' answers, which may be attributed to a lack of attention while completing the questionnaire. This issue could have been influenced by the limited time allocated for data collection, as it coincided with students' learning activities. Additionally, some respondents struggled with reading or writing clearly, while others completed the questionnaire too quickly without carefully reading each statement. These situations raise concerns about the validity of the responses. Furthermore, some students hesitated to ask questions when encountering unclear statements, opting instead to consult peers, which may have introduced bias. Although the researchers actively monitored and encouraged questions, these challenges remain a consideration for future studies.

Based on the research findings and identified limitations, several recommendations can be provided for the relevant stakeholders. For parents, it is crucial to enhance more open and supportive communication patterns with their children during the learning process at home. This includes offering appreciation and fostering effective two-way communication. Parents are also encouraged to actively collaborate with schools to monitor their children's learning discipline development. For schools, it is recommended to organize educational activities or parenting workshops aimed at improving parents' understanding of the importance of communication in supporting students' learning discipline. Schools can also offer guidance sessions for students who face difficulties in understanding assignments, questionnaire statements, or other learning activities. For future researchers, it is suggested to extend the data collection period to allow respondents to complete research instruments more carefully and consistently. Additionally, future research could explore other factors influencing learning discipline, such as the school environment, the role of teachers, and the psychological conditions of students, to provide more comprehensive and beneficial insights for the advancement of educational science.

Conclusion

This study aimed to analyze the relationship between parental communication patterns and the learning discipline of fifth-grade students at Rawabuntu 01 Elementary School. The findings revealed a significant positive relationship between the two variables, with a correlation coefficient of 0.468 and a contribution of 21.9%, while the remaining influence is attributed to other factors such as the school environment and peer interactions. The study highlights that the aspect of positive parental attitudes achieved the highest score at 91%, followed by emotional support and understanding of children's behavior at 88%. However, openness in communication recorded the lowest percentage at 79%, indicating a need for improvement in the transparency of communication between parents and children. On the other hand, students' learning discipline was rated very high, with the indicator of paying attention to teachers' explanations scoring 94%, while active participation in learning activities was the lowest at 83%. These results affirm that effective parental communication patterns, particularly in terms of positive attitudes and support, play a crucial role in enhancing students' learning discipline. Nonetheless, greater attention is needed to improve communication openness and increase students' active participation in the learning process. Future research is recommended to explore other influencing factors such as the role of teachers and the school environment, as well as to extend the data collection period to ensure more comprehensive findings.

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