

THE INFLUENCE OF PARENTING PATTERNS OF PARENTS AND PEERS ON LEARNING DISCIPLINE OF VOCATIONAL HIGH SCHOOL STUDENTS IN EAST JAKARTA

Harini Dwi Kurniasari¹, Santi Susanti², Ati Sumiati³

¹ State University of Jakarta, Indonesia

² State University of Jakarta, Indonesia

³ State University of Jakarta, Indonesia

Article Info

Article history:

Received:

Accepted:

Published:

Abstract

The study aims to determine the influence of parenting style and peers to the learning discipline. The method used is a quantitative method. The research population reached 185 SMK students majoring in Accounting in East Jakarta. The sample used was 126 students using proportional random sampling technique. Data collection using a questionnaire instrument with a Likert scale. The data analysis technique used is descriptive statistical analysis, multiple regression equations, test requirements analysis, hypothesis testing and determination test. The results of data analysis show that the data used are normally distributed and linear. The coefficient of determination test results show that the percentage of parenting styles and peers to explain the learning discipline variable simultaneously is 33.9%. Simultaneously, the results showed that there was a significant influence between parenting styles and peers on learning discipline. Partially, there is a positive and significant influence between parenting styles on learning discipline, there is also a positive and significant influence between peers on learning discipline.

Keywords:

Parenting Style, Peers,
Discipline of Learning

Abstrak

Penelitian ini bertujuan untuk mengetahui Pola Asuh Orangtua dan Teman Sebaya Terhadap Disiplin Belajar. Metode yang digunakan adalah metode kuantitatif. Populasi terjangkau penelitian adalah 185 siswa SMK Jurusan Akuntansi di Jakarta Timur. Sampel yang digunakan sebanyak 126 siswa dengan menggunakan teknik *proportional random sampling*. Pengumpulan data menggunakan instrumen kuisioner dengan skala Likert. Teknik analisis data yang digunakan yaitu analisis deskriptif statistik, persamaan regresi berganda, uji persyaratan analisis, uji hipotesis dan uji determinasi. Hasil analisis data menunjukkan data yang digunakan berdistribusi normal dan linier. Pada hasil uji koefisien determinasi menunjukkan bahwa persentase variabel pola asuh orangtua dan teman sebaya untuk menjelaskan variabel disiplin belajar secara simultan sebesar 33,9%. Secara simultan, hasil penelitian menunjukkan adanya pengaruh yang signifikan antara pola asuh orangtua dan teman sebaya terhadap disiplin belajar. Secara parsial, terdapat pengaruh positif dan signifikan antara pola asuh orangtua terhadap disiplin belajar, juga terdapat pengaruh positif dan signifikan antara teman sebaya terhadap disiplin belajar

How to Cite:

INTRODUCTION

Education is a necessity for every human being, because in essence humans are born without having much knowledge. Education is very important to improve the quality of human resources by realizing the goal of education with the Indonesian people, namely educating the nation's children. This is regulated in the fourth paragraph of the 1945 Constitution, and UURI Number 20 of 2003 regulates article 3 of the national education system, namely: "National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming to develop the potential of students. in order to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens." (Kemendikbud, 2003)

The success of education can be seen from improving the quality of existing resources, and qualified human resources will be able to realize their potential appropriately to advance national and state development. One way is through an educational process that requires students to be able to comply with the rules and regulations that apply at their school. However, the reality is that many students violate the rules and regulations applied at school. This can be seen from the lack of discipline possessed by students. According to Rahmat Putra Yudha, learning discipline is an educator's effort to strictly regulate students' attitudes through disciplinary rules in schools and classrooms, in order to make changes for the better (Yudha, 2018, p. 23).

Learning discipline is influenced by family factors through parenting patterns. Sochib argues that self-discipline is built from the assimilation and incorporation of moral values to be internalized by students as the basis for directing their behavior. To do this, parents are required to have teaching skills and the learning process at the highest level. Parents can realize it by creating situations and conditions that are biological for children to have the basics in developing self-discipline (Sochib, 1998, p. 2). Inappropriate parenting means that parents pay less attention to their children, resulting in children not getting sufficient care (Fadila, 2020). Problems faced by children can lead to bad experiences and persistence. Therefore, parents must understand their child's condition and use appropriate parenting methods. In addition, by teaching children to further develop their emotional intelligence, train

them to understand emotions, regulate emotions, love, build good relationships and motivation with friends to overcome children's aggressive behavior (Adhi, 2020).

In addition to the influence of the way parents raise children or parenting patterns, other external factors that can affect student learning discipline are peer relationships. This is explained by (Masduki & Warsah, 2020, p. 166) the role of peers in fostering learning discipline in order to be able to solve problems, the actions of its members to generate motivation to learn behavior change as a result of learning to encourage progress. If the child has friends with friends who behave badly, the child can also be affected by their bad attitudes, such as frequently missing school, cheating, fighting, and falling into promiscuity. This bad behavior reflects the student's lack of discipline. Therefore, students must develop high discipline so as not to fall into promiscuity. This must also be supported by the school by tightening the applicable rules.

During the Covid 19 pandemic, learning activities were carried out remotely through electronic media in the form of mobile phones/smartphones connected to the internet. According to Indra Charismiadi as an education practitioner, he said that in this digital era, one must be able to adapt to online learning. However, it is not possible to compare online learning and face-to-face learning which is more appropriate to apply (Hernanto, 2020).

There are several different research results regarding Parenting Patterns of Parents and Peers of Student Learning Discipline. The research being conducted by Nourma Puspitasari and Renggani, the results of a simple correlation analysis show a positive result of 0.716. The contribution of parenting with peers to student learning discipline is 51.2 percent (Sari & Renggani, 2018). Similar to the research of Rizky Ashari, Cicilia Dyah Sulistyaningrum and Tri Murwaningsih, the results of the analysis between the dependent and independent variables show positive results where the coefficient of parenting is 0.468 and the coefficient of peers is 0.692. This will result in every increase in the independent variable will also increase the dependent variable, and vice versa.

However, different things were found in the research of Ernie Martsiswati and Yoyon Suryono, the results showed that the correlation value obtained for the parental role variable was -0.025. This proves that the parental role variable is very weak on the relationship between children's disciplinary behavior, and the sign of a negative correlation indicates an inverse relationship between the two variables, namely if the

parent's role increases, the child's disciplinary behavior will increase. It will decrease, and vice versa (Martsiswati & Suryono, 2014). Then the research of Septia Dian Kumalasari, the results of the calculations in this study obtained the equivalent coefficient value of the consistency variable of -0.573. Thus the significance <0.05 , which means it is proven that peer compliance has a significant negative effect on discipline. The negative effect proves that if peer compliance increases, student discipline will decrease; if peer compliance decreases, student discipline will increase (Kumalasari, 2018).

METHOD

The research method used by this researcher is a quantitative method of conducting research using data in the form of numbers as a tool to find information about what we want to know (Darmawan, 2014, p. 37). Researchers also used questionnaires for data collection. Questionnaire is a data collection tool by giving a set of questions to respondents to answer (Yuandari & Rahman, 2017). This study aims to gain knowledge through facts from existing research data, so that researchers know the effect of parenting patterns of parents (X1) and peers (X2) on student learning discipline (Y) at SMK in East Jakarta. The research constellation can be seen in Figure 1 below:

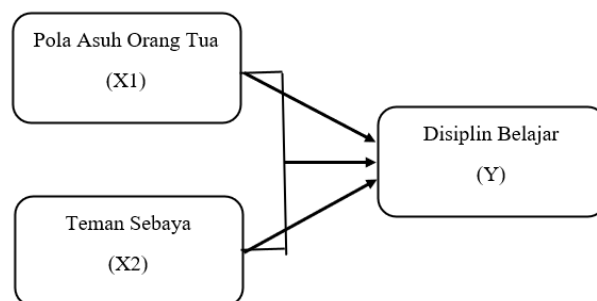


Figure 1 Constellation of Effects Between Variables

Source: Processed by researcher

The affordable population in this study were 185 students of SMK Accounting majors in East Jakarta. The sampling technique used is proportional random sampling. As for determining the sample, the researcher uses the Slovin formula with an error margin of 5%, so from 185 students, 126 students are needed to be used as samples for this study.

RESULTS AND DISCUSSION

Data Description

A. Learning Discipline (Y)

Research on this variable is measured by 3 indicators, namely regulations, rewards and consistency (Soetjiningsih, 2018), (Susanto, 2018), and (KAS, 2007). Based on the results of the data processing shows a maximum score of 83, a minimum score of 30 with an overall total score of 7,870. The average is 62.46, the standard deviation is 7.993 and the variance is 63.882.

Table 1 Distribution of Learning Discipline Frequency

Kelas	Batas Bawah	Batas Atas	Fr. Absolute	Fr. Relative (%)
30 - 36	29,5	36,5	1	1%
37 - 42	36,5	42,5	0	0%
43 - 49	42,5	49,5	5	4%
50 - 56	49,5	56,5	17	13%
57 - 62	56,5	62,5	47	37%
63 - 69	62,5	69,5	32	25%
70 - 76	69,5	71,5	18	14%
77 - 83	71,5	83,5	6	5%
Total			126	100%

Source: data processed by researchers

The data above shows that the highest frequency lies in the interval 57 – 62 with an absolute frequency of 47 and a relative frequency of 37%. This shows that there are SMK students in East Jakarta (respondents) who get a learning discipline score between 57 – 62 or a medium score. While the lowest absolute frequency is 0 which lies in the interval 37-42 with a relative frequency of 0%.

B. Parenting Style (X1)

Research on this variable is measured by 2 indicators, namely authoritarian parenting and permissive parenting (Amin & Harianti, 2018), (Santrock, 2008), and (Rahman et al., 2015). Based on the results of the data processing shows a maximum score of 128, a minimum score of 73 with an overall total score of 12,693. The average is 100.74, the standard deviation is 11.830 and the variance is 139.955.

Table 2 Frequency Distribution of Parenting Patterns

Kelas	Batas Bawah	Batas Atas	Fr. Absolute	Fr. Relative (%)
73 - 79	72,5	79,5	6	5%
80 - 86	79,5	86,5	8	6%
87 - 93	86,5	93,5	17	13%
94 - 100	93,5	100,5	38	30%
101 - 107	100,5	107,5	26	21%
108 - 114	107,5	114,5	11	9%
115 - 121	114,5	121,5	15	12%
122 - 128	121,5	128,5	5	4%
Total			126	100%

Source: data processed by researchers

The data above shows that the highest frequency lies in the interval 94 – 100 with an absolute frequency of 38 and a relative frequency of 30%. This shows that there are SMK students in East Jakarta (respondents) who get a parenting style score between 94-100 or an intermediate score. While the lowest absolute frequency is 5 which is located in the interval 122 – 128 with a relative frequency of 4%.

C. Peers (X2)

Research on this variable is measured by 2 indicators, namely cooperation and opposition (Harfiyanto et al., 2015), (Fajar & Martunis, 2018), and (Marsal & Hidayati, 2017). Based on the results of the data processing shows a maximum score of 65, a minimum score of 28 with a total score of 5,891. The average is 46.75, the standard deviation is 6.436 and the variance is 41,419.

Table 3 Peer Frequency Distribution

Kelas	Batas Bawah	Batas Atas	Fr. Absolute	Fr. Relative (%)
28 - 32	27,5	32,5	4	3%
33 - 37	32,5	37,5	4	3%
38 - 42	37,5	42,5	16	13%
43 - 47	42,5	47,5	39	31%
48 - 52	47,5	52,5	43	34%
53 - 57	52,5	57,5	15	12%
58 - 61	57,5	61,5	3	2%
62 - 65	61,5	65,5	2	2%
Totsl			126	100%

Source: data processed by researchers

The data above shows that the highest frequency is in the interval 48 – 52 with an absolute frequency of 43 and a relative frequency of 31%. This shows that there are SMK students in

East Jakarta (respondents) who get peer scores between 48 – 52 or scores below. While the lowest absolute frequency is 2 with a relative frequency of 2% which is located in the interval 62 - 65.

Analysis Prerequisite Test

a) Normality Test

Normality test is used to determine whether the data is normally distributed or not. The significance level of the Kolmogorov-Smirnov test is 5% or 0.05 with the decision criteria, namely, if the significance is > 0.05 then the data is normally distributed, whereas if the significance is < 0.05 then the data is not normally distributed.

Table 4 Linearity Test Results

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		126
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	6,49903004
Most Extreme Differences	Absolute	,061
	Positive	,038
	Negative	-,061
Test Statistic		,061
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Source: data processed by researchers

Based on the table of normality test results above, it can be seen that the Asymp.Sig (2-tailed) value in learning discipline is 0.200, parenting is 0.200, and peers is 0.200. This shows that the significance of the three variables is in accordance with the decision making criteria for the Kolmogorov-Smirnov test, namely > 0.05 , it can be concluded that the data is normally distributed.

b) Linearity Test

The linearity test aims to determine whether this variable has a linear relationship or not significantly. The linearity test in this study used the Test of Linearity with a significance level of 0.05. The decision making criteria is if the significance of linearity < 0.05 and deviation from linearity > 0.05 , then the influence between variables is linear. Meanwhile, if the significance level on linearity > 0.05 and deviation from linearity < 0.05 ,

Table 5 Linearity Test Results

			ANOVA Table					
			Sum of Squares	df	Mean Square	F	Sig.	
			(Combined)	3815,02	46	82,935	1,571	0,039
Disiplin Belajar * Pola Asuh Orangtua	Between Groups	Linearity	2068,239	1	2068,239	39,18	0	
		Deviation from Linearity	1746,781	45	38,817	0,735	0,868	
	Within Groups		4170,281	79	52,788			
	Total		7985,302	125				
			(Combined)	2922,915	29	100,79	1,911	0,01
Disiplin Belajar * Teman Sebaya	Between Groups	Linearity	1528,669	1	1528,669	28,989	0	
		Deviation from Linearity	1394,247	28	49,795	0,944	0,552	
	Within Groups		5062,387	96	52,733			
	Total		7985,302	125				

Source: data processed by researchers

Based on the results of the linearity test in the table above, it can be seen that the significance value of deviation from linearity for the parenting style variable on learning discipline is 0.868, for the peer variable on learning discipline it is 0.552. This states that the assumption of linearity between the variables of parenting parents, peers and student learning discipline is fulfilled because the significance level is > 0.05 .

MULTIPLE REGRESSION ANALYSIS

Multiple regression analysis was conducted to measure how influential the independent variable is with the dependent variable and to estimate the value of the variable to increase or decrease which is explained by two or more independent variables. The following are the results of the calculation of multiple regression analysis using SPSS v.26

Table 6 Multiple Regression Test Results

		Coefficients ^a				
		Unstandardized		Standardized	t	Sig.
Model		Coefficients		Coefficients		
		B	Std. Error	Beta		
	(Constant)	17,283	5,720		3,021	,003
1	Pola Asuh Orangtua (X1)	,275	,053	,408	5,236	,000
	Teman Sebaya (X2)	,373	,097	,300	3,853	,000

a. Dependent Variable: Disiplin Belajar

The above shows that the value of the constant (α) is 17,283, meaning that if the parenting pattern of parents and peers does not exist or is worth 0, then the learning discipline is worth 17,283. The regression coefficient of the parenting style variable is 0.275, meaning that each increase in one unit of parenting will increase the learning discipline of 0.275. The positive coefficient means that there is a positive relationship between parenting and learning discipline. The peer variable regression coefficient is 0.373, meaning that each increase in one peer unit will increase learning discipline by 0.373. The positive coefficient means that there is a positive relationship between peers and learning discipline.

HYPOTHESIS TESTING

a) T Uji test

The t-test was conducted to determine the effect of the independent variable partially on the dependent variable, whether there was a significant effect or not. If seen from Table 6, it is known that the tcount value of the parenting style variable is in a positive position with a value of 5.236. In this case, tcount > ttable, then $5.236 > 1.97944$ with a value of Sig. $0.000 < 0.05$ so it can be stated that the parenting style variable has a significant positive effect on the learning discipline variable. The next variable is peers are in a positive position with a value of 5.826. In this case, tcount > ttable, then $3.853 > 1.97944$ with a value of Sig. $0.000 < 0.05$ so it can be stated that the peer variable has a significant positive effect on the learning discipline variable.

b) F Uji test

The f-test was conducted to determine the effect of the independent variables simultaneously on the dependent variable, whether there was a significant effect or not. The results of the f test calculation using SPP v 26 are as follows:

Table 7 F . Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	2705,628	2	1352,814	31,516	,000 ^b
1 Residual	5279,674	123	42,924		
Total	7985,302	125			

a. Dependent Variable: Disiplin Belajar

b. Predictors: (Constant), Teman Sebaya, Pola Asuh Orangtua

Source: data processed by SPSS

DETERMINATION TEST

Determination test is carried out to find out what percentage of the influence given by the independent variable either partially or simultaneously on the dependent variable. The results of the calculation of the determination test using SPSS v 26 are as follows:

Table 8 Determination Test Results

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,582 ^a	,339	,328	6,552

a. Predictors: (Constant), Teman Sebaya, Pola Asuh Orangtua

b. Dependent Variable: Disiplin Belajar

Source: data processed by SPSS

From the table above, it is known that the value of R square (R²) is 0.339. So that it can be seen that the influence of parenting patterns of parents and peers simultaneously or together has an effect of 0.339 (33.9%) on learning discipline, while the rest is influenced by other factors not examined by researchers.

DISCUSSION

A. The Influence of Parenting Patterns on Learning Discipline

Based on the results of the research that has been done, the results show that parenting has a positive and significant effect on learning discipline. It can be seen that the average score of each indicator of the parenting style variable shows that the one with the highest percentage is the authoritarian parenting pattern of 55%. This shows that authoritarian parenting is a parenting pattern that has an influence on learning discipline. This can be proven through the item statement which reads "I will be punished when my parents find out that my achievement is declining". This statement will trigger students to be more disciplined in their studies.

Therefore, every authoritarian parenting applied by parents makes students under their supervision and can control their children well. In addition, in conditions during a pandemic, children are more often at home because of the established Distance Learning system. So that the interaction between parents and children becomes more frequent.

The results of this study are in line with the results of previous research conducted by (Ramadona et al., 2020) which found that there was an influence of parenting patterns on learning discipline. There are parents' efforts to "lay" the basics of discipline to students and help develop them so that students have discipline. Then research (Jessicasari & Hartati, 2014) states that there is a positive and significant influence between parenting patterns on learning discipline. Furthermore, research (Breklen Risal Arywibowo & Priambodo, 2017) found that there was a positive and significant influence between parenting patterns on learning discipline.

B. The Influence of Peers on Learning Discipline

Based on the results of the research that has been done, the results show that peers have a positive and significant effect on learning discipline. The test results obtained that the interaction between fellow students went well. They work together in completing their schoolwork, don't forget to also help their friends who don't understand the subject matter, and inform each other if there are additional assignments. Due to the current state of distance learning, all assignments given by teachers are through gadgets/devices, then they make an agreement to submit their assignments to school.

The results of this study are in line with (Hamzah & Setiawati, 2020) which states that there is a positive and significant influence between peers on learning discipline, because peers will affect the way of thinking and how to act this is due to the similarity of age, similarity of attitudes, and the similarity of the playing environment. created by peer association. Then research conducted by (Pratiwi & Muhsin, 2018) states that there is a partial influence between peers on learning discipline. Further research (Lulu Retno Wulandari et al., 2017) found the influence of peers on learning discipline.

C. The Influence of Parenting Patterns of Parents and Peers on Learning Discipline

Based on the results of the research that has been carried out, it is found that parenting patterns of parents and peers simultaneously or together have an effect on learning discipline. Based on the test results obtained that due to the Covid-19 pandemic, schools carry out a

Distance Learning (PJJ) system which is carried out at home. This learning can help students in applying the disciplined attitude of learning, because it minimizes delays in entering classes which are carried out online. Students also find it easier to share their time in other activities, such as studying, helping parents and playing with friends. Then students also work hard, are active, and always make summaries or notes so that when students have difficulties they can be studied through notes and ask friends or parents when students get assignments or materials that are not understood. In addition, when a daily test is held, it reduces cheating activities and requires students to work individually.

The results of this study are in line with previous research conducted by (Ashari et al., 2018) which found that there was a significant influence on parenting patterns and peer relationships simultaneously or together on student discipline. Then research (Putri, 2016) shows that there is a positive and significant relationship between democratic parenting parents and peer acceptance with learning discipline. Furthermore, research conducted by (Sari & Renggani, 2018) found that there was a positive and significant relationship between parenting patterns of parents and peers on student learning discipline.

CONCLUSIONS AND RECOMMENDATIONS

Conclusion

Based on the analysis of research on the influence of parenting patterns of parents and peers on the learning discipline of SMK students in East Jakarta, it can be concluded that:

1. There is a positive and significant influence between parenting patterns on learning discipline. This means that the higher the parenting style of parents, the higher the level of student learning discipline. Likewise, the lower the parenting style of parents, the lower the level of student learning discipline will also be.
2. There is a positive and significant influence between peers on learning discipline. This means that if you are in a good peer environment, your learning discipline will be high. Conversely, if you are in a peer environment that is not good, your learning discipline will be low.
3. There is a positive and significant influence between parenting patterns of parents and peers on learning discipline. This means that the higher the parenting style of parents —and a good peer environment, the higher the level of student learning discipline. Likewise,

if the lower parenting patterns and the less good peer environment, the lower the level of student learning discipline.

Suggestion

Based on the results of the research discussion and conclusions above, the authors can provide the following suggestions:

1. To increase the indicator of appreciation on the learning discipline variable, the teacher should give an award if the student succeeds in meeting the learning target. In addition, providing motivational words that can encourage students to improve their learning discipline. The award does not have to be a gift, it can also be in the form of additional value so as to encourage the spirit of learning.
2. To improve indicators of authoritarian parenting, parents should better understand the condition of their children. Giving too much punishment will have a bad effect on children. Therefore, parents should give a punishment that is equivalent to the mistakes made by the child and be given instructions so that the child does not repeat the same thing. Too many prohibitions will also have a bad effect on the child because the insight that will be received becomes narrow so that the child becomes less sociable with his peers. Therefore, providing space for children to be able to explore in developing their abilities with their peers.
3. To increase the indicators of conflict in the peer variable, students should understand each other better. Differences of opinion between students often occur especially in terms of school assignments. In the current pandemic, students interact through social media to maintain friendship bonds. Caring between students by not ignoring each other will correct misunderstandings in communication.

REFERENCE

- Adhi, I. S. (2020, March). Kekerasan oleh Anak: Bentuk, Penyebab, Dampak, dan Cara Menanggulangi. *Kompas.Com*.
- Amin, S., & Harianti, R. (2018). *Pola Asuh Orang Tua Dalam Motivasi Belajar Anak*. Deepublish.
- Ashari, R., Sulistyanningrum, C. D., & Murwaningsih, T. (2018). PENGARUH POLA ASUH ORANG TUA DAN PERGAULAN TEMAN SEBAYA TERHADAP KEDISIPLINAN SISWA SMKN 3 SURAKARTA. *Jurnal Informasi Dan Komunikasi Administrasi Perkantoran*, 2(5), 49.
- Breklen Risal Arywibowo, & Priambodo, A. (2017). HUBUNGAN POLA ASUH ORANG TUA TERHADAP PERILAKU DISIPLIN SISWA DALAM PEMBELAJARAN PENDIDIKAN JASMANI OLAHRAGA DAN KESEHATAN (STUDI PADA SISWA KELAS XI-5 DAN XI-9 SMA NEGERI 7 SURABAYA TAHUN 2016/2017). *Journal of Chemical Information and Modeling*, 5(3), 401–405.
- Darmawan, D. (2014). *Metode Penelitian Kuantitatif*. PT Remaja Rosdakarya Offset.
- Fadila, R. U. (2020, February). Pola Asuh Orangtua yang Salah Jadi Pemicu Utama Anak-anak Ikut Tawuran. *Pikiran Rakyat*.
- Fajar, S., & Martunis. (2018). Perubahan Interaksi Sosial pada Pengguna Smartphone studi kasus pada Mahasiswa FISIP Universitas Syiah Kuala. *Jurnal Ilmiah Mahasiswa FISIP Unsyiah*, 3(2), 317–328.
- Hamzah, F., & Setiawati. (2020). Hubungan Antara Pengaruh Teman Sebaya Terhadap Kedisiplinan Belajar. *SPEKTRUM: Jurnal Pendidikan Luar Sekolah (PLS)*, 8(3), 301–308. <https://doi.org/10.24036/spektrumpls.v8i3.109568>
- Harfiyanto, D., Utomo, C. B., & Budi, T. (2015). POLA INTERAKSI SOSIAL SISWA PENGGUNA GADGET DI SMA N 1 SEMARANG. *Journal of Educational Social Studies*, 4(1), 1–5.
- Hernanto, F. (2020, July). Sistem Belajar Online Diberlakukan, Bagaimana Peran Orang Tua? *Indozone*.
- Jessicasari, A., & Hartati, S. C. Y. (2014). PENGARUH POLA ASUH ORANG TUA DAN LINGKUNGAN SEKOLAH TERHADAP KEDISIPLINAN SISWA DALAM PEMBELAJARAN PENDIDIKAN JASMANI, OLAHRAGA DAN KESEHATAN (Studi pada kelas XI di SMAN 3 Sidoarjo). *Jurnal Pendidikan Olahraga Dan Kesehatan*, 2(3), 661–666.
- KAS, T. P. P. K. (2007). *Kursus Persiapan Hidup Berkeluarga*. Kanisius.
- Kemendikbud, T. Simk. (2003). *UU No. 20 Tahun 2003 Tentang Sistem Pendidikan Nasional*.
- Kumalasari, S. D. (2018). PENGARUH KONFORMITAS TEMAN SEBAYA TERHADAP KEDISIPLINAN PADA SISWA SMK MUHAMMADIYAH 3 YOGYAKARTA. *Jurnal Riset Mahasiswa Bimbingan Dan Konseling Volume*, 4(1), 102.
- Lulu Retno Wulandari, Suhainil, N., & Mudjiran. (2017). HUBUNGAN DUKUNGAN ORANGTUA DAN TEMAN SEBAYA DENGAN KEDISIPLINAN BELAJAR SISWA. *Jurnal Penelitian Bimbingan Dan Konseling*, 2(2), 108–126.
- Marsal, A., & Hidayati, F. (2017). Pengaruh Smartphone Terhadap Pola Interaksi Sosial Pada Anak Balita di Lingkungan Keluarga Pegawai UIN Sultan Syarif Kasim Riau. *Jurnal Ilmiah Rekayasa Dan Manajemen Sistem Informasi*, 3(1), 78–84.
- Martsiswati, E., & Suryono, Y. (2014). Peran Orang Tua dan Pendidik dalam Menerapkan Perilaku Disiplin

- terhadap Anak Usia Dini. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 1(2), 187–198.
- Masduki, Y., & Warsah, I. (2020). *Psikologi Agama*. Tunas Gemilang Press.
- Pratiwi, R. S., & Muhsin. (2018). PENGARUH TATA TERTIB SEKOLAH, LINGKUNGAN KELUARGA, LINGKUNGAN TEMAN SEBAYA, DAN MINAT BELAJAR TERHADAP DISIPLIN BELAJAR Rhomadani. *Economic Education Analysis Journal*, 7(2), 638–653.
- Putri, S. A. (2016). HUBUNGAN ANTARA POLA ASUH DEMOKRATIS ORANGTUA DAN PENERIMAAN TEMAN SEBAYA DENGAN DISIPLIN BELAJAR SISWA. *Jurnal Pendidikan Guru Sekolah Dasar*, 29(5), 790–801.
- Rahman, U., Mardhiah, & Azmidar. (2015). Hubungan antara pola asuh permisif orangtua dan kecerdasan emosional siswa dengan hasil belajar matematika siswa. *Jurnal Pendidikan Dasar Islam*, 2(1), 121.
- Ramadona, M., Anjani, A. R., & Putriani, R. (2020). PENGARUH POLA ASUH ORANGTUA TERHADAP KEDISIPLINAN PESERTA DIDIK DI SMK TEKNINDO JAYA DEPOK. *Research and Development Journal Of Education*, 6(2), 13–23.
- Santrock, J. W. (2008). *Psikologi Pendidikan*. Kencana Prenada Media Group.
- Sari, N. P., & Renggani. (2018). HUBUNGAN POLA ASUH ORANGTUA DAN TEMAN SEBAYA TERHADAP KEDISIPLINAN BELAJAR SISWA KELAS III SD. *Joyful Learning Journal*, 7(4), 57–65.
- Sochib, M. (1998). *Pola Asuh Orang Tua Untuk Membantu Anak Mengembangkan Disiplin Diri*. Rineka Cipta.
- Soetjiningsih, C. H. (2018). *Seri Psikologi Perkembangan Anak Sejak Pembuahan Sampai Dengan Kanak-kanak Akhir*. Kencana Prenada Media Group.
- Susanto, A. (2018). *Bimbingan dan Konseling di Sekolah Konsep, Teori dan Aplikasinya*. Kencana Prenada Media Group.
- Yuandari, E., & Rahman, R. T. A. (2017). *Metodologi Penelitian dan Statistika*. In Media.
- Yudha, R. P. (2018). *Motivasi Berprestasi & Disiplin Peserta Didik Serta Hubungannya dengan Hasil Belajar*. Yudha English Gallery.