

Parents' Parenting Pattern of Study Discipline for Accounting Major Students at SMKN 1 Makassar

Chadjiah Jul Pancawati Maulana¹, Sahade², Muhammad Azis³

Department of Accounting Education, Makassar State University, Makassar, Indonesia

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ABSTRACT

This study aims to determine the effect of parenting style on the learning discipline of students in the accounting expertise program at SMKN 1 Makassar. The sampling technique uses the Proportionate Stratified Random Sampling technique. Data collection techniques used are questionnaires and documentation. Data analysis was carried out by using descriptive analysis of percentages, instrument testing, and hypothesis testing. Based on the results of data analysis, it was obtained that the simple linear regression equation model $Y = 20.856 + 0.368X$, which means that for each addition of 1 value of parenting, the value of learning discipline increases by 0.368. The coefficient of determination (r^2) is 40.7% which means parenting style has an influence on learning discipline of 40.7% and the remaining 59.3% is influenced by other factors. The Pearson Product Moment correlation coefficient is 0.638 which is in the strong category, which means that there is a strong relationship between parenting styles and student learning discipline. While the results of the t-test analysis obtained a significant value of $0.000 < 0.05$, which means parenting style has a significant effect on learning discipline, thus the hypothesis is accepted.

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Corresponding Author:

Chadjiah Jul Pancawati Maulana,

Department of Accounting Education

Makassar State University

Jl. A. P. Pettarani, Tidung, Kec. Rappocini, Kota Makassar, Sulawesi Selatan 90222, Indonesia

Email: chadjiahmaulana1396@gmail.com

1. INTRODUCTION

Education is one of the primary human needs in the world. Life's problems can be faced by having sufficient educational supplies. Education is a right and an obligation for everyone in the world. As stated in Law Number 20 of 2003 concerning the National Education System, education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, and noble character, as well as the skills needed by themselves, society, the nation, and the state.

In the family, every parent is certainly obliged to organize education for children "to educate and care for them by providing educational parenting styles. Therefore, parents must be selective in applying parenting to their children" (Setiawati, 2015:62). This is because every parenting style applied by parents will have a variety of impacts on the development of a child's personality, including in terms of discipline.

Parenting style is a description of the attitudes and behaviors of parents and children in interacting and communicating while carrying out parenting activities (Badria & Fitriana, 2018: 4). So

it can be said that parenting is an interaction process that involves parents and children in the framework of forming attitudes and behaviors in children

Discipline parenting is one of the basic needs of children who can manifest characteristics such as good behavior, discipline, and responsibility (Berangka, 2018: 27). Discipline in learning is the obedience of all students to carry out learning obligations consciously so that changes are obtained in themselves, both in the form of good knowledge, actions, and attitudes. Sumantri (in Handayani & Subakti, 2021: 152). Discipline in learning can be measured by indicators such as "can manage, study time at home, diligent and regular study, good attention in class, and self-discipline while studying in class." Tu'u (in Sari & Hadijah, 2017: 235).

The results of relevant research, namely research conducted by Masnih (2020), show that there is a significant influence between parenting styles on the learning discipline of students in class XMAN-2 PARE-PARE. Meanwhile, according to Nurlailiya Hanif (2017), the results of the research she conducted showed that there was an influence of parenting styles on student learning discipline at SDN Cempaka Putih 1. Then it was added by research conducted by Kiki Fitri Yana (2017), where the results of her research showed that there was a positive and significant correlation between the influence of parenting style on the learning discipline of class VIII students at SMP Negeri 2 Muaro Jambi.

Thus, it can be seen that various factors influence students' lack of discipline in learning, including the weak attention of parents to their children because parents are always busy working, socializing in the environment around students, the development of electronic media and the lack of a democratic approach from parents.

This shows that the learning discipline of class XII students at SMKN 1 Makassar is quite high. In relation to Table 1, it can be seen that parenting style is in the fairly high category while learning discipline is in the low category. This means that parenting style has a negative effect on learning discipline. This is not in line with previous research by Kiki Fitri Yana (2017) which states that "parenting style has a positive and significant correlation between the influence of parenting style on student learning discipline".

Because every parent has a variety of backgrounds, conditions, and parenting styles, the methods parents use in disciplining their children will vary, and so will the results. This is what makes this problem interesting. So the authors are interested in carrying out research entitled "The Influence of Parenting Patterns on Student Learning Discipline in the Accounting Expertise Program at SMKN 1 Makassar".

2. RESEARCH METHOD

The research approach used is quantitative. The type of research used is comparative causation. The data to be analyzed in this study is the influence of parenting style on student learning discipline through the distribution of questionnaires to students in class X, XI, and XII SMA Negeri 1 Makassar with a sample size of 80 people. The sample collection technique used was Proportionate Stratified Random, while the population was students of class X AKL, XI AKL and XII AKL SMKN 1 Makassar. Each answer in the questionnaire is measured using a Likert scale. The data that has been collected is then analyzed with the help of the SPSS v.25.00 for windows program.

3. RESULTS AND DISCUSSIONS

3.1 Research result

The validity test of parenting and learning discipline is measured based on statement items that are said to be valid if the r count value is $>$ the r table value. While testing the reliability of students' interest in learning was carried out using the Cronbach's Alpha technique, with a total of 80 students. An instrument is declared reliable if Cronbach's Alpha $>$ 0.60 (Ghozali, 2011).

Table 1. Test the validity and reliability of research instruments

Variable	Validity		Reliability			
	r count	r table	Info	Cronbach's Alpha	Standart	Info
Parenting Style	0,390 - 0,745	0,219	Valid	0,851	0,60	Reliabel
Study Diciplin	0,334-0,697	0,219	Valid	0,700	0,60	Reliabel

Based on table 1, it shows that for the parenting style variable instrument with an r count value between 0.390 and 0.745, it is greater than the r table value of 0.219, so that the parenting style instrument is declared "valid". For the reliability test of the parenting style instrument, a Cronbach's alpha value of 0.851 was greater than 0.60, so the parenting style instrument was declared "reliable". Whereas to test the validity of the learning discipline instrument with an r count value between 0.334 and 0.697, which is greater than the r table of 0.219, the learning discipline instrument is declared "valid". To test the reliability of the learning discipline variable instrument, it obtained a Cronbach's alpha value of 0.700, greater than 0.60, so that the learning discipline instrument was declared "reliable". Thus, it can be concluded that the instrument for the two variables in this study is feasible to use. Based on the hypothesis test used, this includes simple linear regression analysis, a t-test, a coefficient of determination, and a product moment correlation analysis.

Table 2. Simple Linear Regression Test Results

Model	Unstandardized Coefficients		Standardized Coefficients
	B	Std. Error	Beta
1 (Constant)	20.856	2.650	
Parenting Style	0.368	0.050	0.638

Based on Table 2, it shows the simple linear regression equation model $Y = 20.856 + 0.368X$, which means a constant value of 20.856. This means that if the parents' parenting pattern is zero, then the learning discipline of students in the accounting skills program at SMKN 1 Makassar is 20.856 units. Then the regression coefficient value is 0.368, which means that if the parenting style variable increases by one unit, the learning discipline of students in the accounting skills program at SMKN 1 Makassar will increase by 0.368 units.

Table 3. Uji-t

ANOVA ^a						
Model		Sum Squares	of Df	Mean Square	F	Sig.
1	Regression	211.812	1	211.812	53.576	.000 ^b
	Residual	308.375	78	3.954		
	Total	520.187	79			

Based on Table 3, the results of the t-test obtained a sig value of 0.000. It can be concluded that the sig value of 0.000 0.05 means that the parenting variable has a significant effect on the learning discipline of students in the accounting expertise program at SMKN 1 Makassar. Based on this, it can be concluded that the hypothesis proposed in this study is "accepted".

Table 4. Results of the Analysis of the Coefficient of Determination

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error
1	.638 ^a	.407	.400	1.988

Based on table 4, the coefficient of determination is 0.407 or 40.7 percent. This means that parenting style has a contribution or influence on learning discipline of 40.7 percent while the remaining 59.3 percent is influenced by other factors. Based on the instrument tests used, the validity test and reliability test can be seen in the following table:

Table 5. Pearson Product Moment Correlation Analysis Results

Correlations				
		Pola Asuh Orang Tua		Disiplin Belajar
Pola Asuh Orang Tua	Pearson Correlation	1		.638**
	Sig. (2-tailed)			.000
	N		80	80
Disiplin Belajar	Pearson Correlation	.638**		1
	Sig. (2-tailed)	.000		
	N	80		80

Based on table 5, a correlation of 0.638 is obtained between parenting and learning discipline. The results of the description of the research variables on parenting parents obtained an average actual score of 87.6 percent, belonging to the very high category. The parenting pattern indicator with the highest percentage level is the permissive parenting pattern indicator at 89.2 percent. This

shows that the dominant attitude of parents towards children is indifference; they give whatever the child asks for and tend to free the child without any control. And the indicator with the lowest percentage level is an indicator of authoritarian parenting at 87.1 percent. This shows that parents of students are not too rigid or harsh towards children. While the results of the description of the learning discipline variable obtained an average actual score of 90.6 percent, which is classified as very high,

3.2 Discussion

The indicator with the highest percentage level is the indicator of diligent and regular study at home at 90.3 percent. This shows that students are very active and diligent in studying, in this case, collecting assignments on time and repeating material at night. Then the indicator that has the lowest percentage level is an indicator of good attention in class and an indicator of self-discipline while studying in class, each of which is 89.8 percent. Even so, the parenting style variable has a significant influence on the learning discipline of students in the accounting expertise program at SMKN 1 Makassar.

The results of testing the hypothesis in this study using SPSS 25 for Windows gave the equation $Y = 20.856 + 0.368X$, which means that if the parents' parenting pattern is zero, then the learning discipline of students in the accounting expertise program at SMKN 1 Makassar is 20.856 units. The results also show that parenting style has a contribution to or influence on learning discipline of 40.7 percent, while the remaining 59.3 percent is influenced by other factors. Meanwhile, the t-test obtained a significance value of $0.000 < 0.05$, which means that there is a significant influence between parenting styles and learning discipline. Then the hypothesis proposed, "It is suspected that parenting style has a significant effect on the learning discipline of students in the accounting expertise program at SMKN 1 Makassar," is acceptable. In addition, based on the results of the Pearson Product Moment correlation analysis, a correlation coefficient of 0.638 was obtained and it is in the strong category, which means that there is a strong relationship between parenting style and student learning discipline in the accounting skills program at SMKN 1 Makassar.

The results of this study are in line with research conducted by Masnih (2020), which says that parenting style has a significant effect on the learning discipline of students in classes X and 2. The results of this study are supported by the theory put forward by Nurmasiyita (in Berangka, 2018: 27), which says that "a child's discipline is influenced by how parents apply parenting. Parents as caregivers play a very decisive role in children's behavior, especially discipline in the family.

In carrying out their duties, parents not only need to communicate knowledge but also help develop the child's personality by providing educational parenting styles. Therefore, parents must be selective in applying parenting to their children, because each form of parenting will have a different impact on the child's personality development, including in terms of discipline (Setiawati, 2015).

According to Maliki (2017) Parenting styles for children tend to be permissive. Indicators, such as: when I have difficulty doing tests, I ask friends; parents do not invite their children to eat together at home; parents set aside part of their time to gather with their children; parents invite children to solve problems together; parents are warm and love their children very much; parents are friendly and patient with children; and parents receive the achievements their children get and get a good average score. quite good, such as: complete student stationery equipment indicators; my desk drawers are clean of trash; I prepare books to be brought to school; I wear neat and clean uniforms when going to school; I collect completed assignments on time; I do not go home before being invited by the teacher; I pay close attention to lessons; and I go straight to my seat to get a very good average grade.

4. CONCLUSION

Based on the results of the data analysis, it can be concluded that parenting style has a positive and significant effect on the learning discipline of students in the accounting expertise program at SMKN 1 Makassar. The advice given by the researchers to the school is to increase student discipline by directing students to manage study time at home, attracting the attention of students in class, and controlling students while studying in class.

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