Journal of Innovative and Creativity
Journal Homepage: https://joecy.org/index.php/joecy
e-mail: journaljoecy@gmail.com

Faculty of Education
University of Pahlawan Tuanku Tambusai
ISSN 2775-771X (Online)
ISSN 2962-570X (Printed)
5 (1) 2025, Page : 209-216

Parenting Styles and Their Influence on The Learning Discipline of Grade V Students at SD Negeri I Marawali

Nia Kartika[1], Madi La Jusu[2] and Abdul Rahim[3]
Fakultas Agama Islam, Universitas Muhammadiyah Buton
Corresponding Author: Nia Kartika, niakartikaumb@gmail.com

Published: March 2025

ABSTRACT

This study aims to examine the application of parenting styles on the learning discipline of Grade V students at SD Negeri 1 Marawali. The focus of this research includes the types of parenting styles used by parents (authoritarian, democratic, and permissive) and their impact on students' disciplinary behavior in the learning context. A descriptive qualitative approach was employed, with data collection techniques including observation, interviews, and documentation. The research population consisted of 26 individuals: 13 Grade V students and their 13 parents. The findings indicate that the dominant parenting style used by parents is the democratic style, followed by permissive and authoritarian styles. Students' learning discipline was observed through several indicators such as punctuality in arriving at school, adherence to learning activities, and compliance with assignments and school rules. It was found that students raised with a democratic parenting style tend to exhibit better learning discipline compared to those with other parenting styles. This study highlights the crucial role of parents in shaping children's discipline from an early age through the application of appropriate and consistent parenting strategies.

Keywords: Parenting Style; Learning Discipline; Elementary Students; Character Education; Parents.

© The Author(s). 2021 Open Access This article is licensed under a Creative Commons Atibution 4.0 International License, which permits use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons licence, and indicate if changes were made. The images or other third party material in this article are included in the article's Creative Commons licence, unless indicated otherwise in a credit line to the material. To view a copy of this licence, visit http://creativecommons.org/licenses/by/4.0

INTRODUCTION

Education is a fundamental factor in shaping the character and future of a nation. Within the educational process, the family plays a crucial role as the first and foremost environment for a child (Benu et al., 2023). Parents, as the child's first educators, bear a major responsibility in instilling core values, including learning discipline (Iye & Abdullah, 2022). Learning discipline is one of the key indicators of educational success, as it reflects a student's ability to follow rules, manage time, and consistently carry out their academic responsibilities (Djamudi et al., 2024), (Kuswardani et al., 2025). Parenting style, as one form of family interaction, greatly influences the development of children's attitudes and behavior, including their learning discipline (Rosyid et al., 2025). There are three commonly recognized types of parenting styles: authoritarian, democratic, and permissive. Each style has its own characteristics and varying impacts on children. The democratic parenting style is often considered the most effective in shaping children who are independent, responsible, and disciplined (Muslim, Arsad, 2023). Meanwhile, the authoritarian style, which tends to be rigid and pressuring, and the permissive style, which gives excessive freedom, may have less positive effects on the development of discipline.

This study was conducted at SD Negeri 1 Marawali, South Buton Regency, based on the discovery of various issues related to learning discipline among fifth-grade students, such as frequent tardiness, incomplete assignments, and lack of attention during class. These phenomena are suspected to be closely related to the parenting styles applied by their parents at home (Muhammad Y,et.al, 2023) (Muhammad Alifuddi, 2024). Therefore, this study aims to examine how parenting styles influence the level of learning discipline among students. The results of this research are expected to provide theoretical contributions to the field of education and practical benefits for parents, teachers, and schools in fostering discipline in children from an early age.

RESEARCH METHODS

Research Approach

This study employs a descriptive qualitative approach, aimed at obtaining a comprehensive overview of the implementation of parenting styles in relation to students' learning discipline (Bungin, 2017). This approach enables the researcher to explore the experiences and direct perceptions of the research subjects through field interactions (Hendra Efendi, 2023).

Research Location

The research was conducted at SD Negeri 1 Marawali, located in Marawali Village, Kadatua District, South Buton Regency, Southeast Sulawesi. This school was selected because preliminary observations indicated low levels of learning discipline among some students.

Population and Sample

The population in this study consists of all fifth-grade students at SD Negeri 1 Marawali and their parents. The total population is 26 people, comprising 13 students and 13 parents. The sample was selected using a purposive sampling technique, meaning the selection was based on specific considerations, where all members of the population were deemed relevant and representative for the study (Risman Iye, Kamasiah, 2021). Therefore, the sample size is 100% of the population.

Table 1. Population and Sample Data

No	Population	Total opulation	Sample	Description
1	Fifth-grade students at SDN 1 Marawali	13	13	100%
2	Parents of the students	13	13	100%
	Total	**26**	**26**	100%

Data Collection Techniques

The data collection techniques used in this study include:

a. bservation, conducted to observe student behavior during the learning process in the classroom, particularly related to learning discipline (Harziko H, et.al, 2021).
b. Semi-structured interviews, conducted with parents and teachers to understand the parenting styles applied and the students' learning behavior (Rusman M, et.al, 2020).
c. Documentatiosed to support other data, such as study schedules, attendance records, and student learning progress reports (Muhammad Alifuddin et al., 2022).

Data Analysis Techniques

According to Sugiyono, qualitative data analysis is the process of systematically searching for and arranging data obtained from interviews, field notes, and documentation by organizing data into categories, describing it into units, synthesizing, arranging it into patterns, determining what is important and what will be studied, and drawing conclusions so that it is easy to understand both for oneself and others (Sugiyono, 2011).

a. Data Reduction: Simplifying and selecting relevant data.
b. Data Presentation: Organizing data into a systematic descriptive narrative.

Conclusion Drawing: Interpreting the organized data to obtain findings and meaning from the research results (Bungin, 2017).

RESULTS AND DISCUSSION

This research was conducted at SD Negeri 1 Marawali during the 2025/2026 academic year. The total number of students is 130, consisting of 59 male and 71 female students, spread across grades I to VI. The focus of this study is on fifth-grade students, totaling 13, comprising 4 boys and 9 girls.

Table 3. Student Data of SD Negeri 1 Marawali, Academic Year 2025/2026

Grade	Boys	Girls	Total
I	12	10	22
II	8	15	23
III	11	16	27
IV	13	12	25
V	4	9	13
VI	11	9	20
Total	**59**	**71**	**130**

Implementation of Parenting Styles on the Learning Discipline of Grade V Students at SD Negeri 1 Marawali

Parenting style is one of the main factors influencing a child's character and learning discipline. Based on interviews with the parents of fifth-grade students, three types of parenting styles were identified: authoritarian, democratic, and permissive.

Authoritarian Parenting (3 parents):

a. Parents enforce strict rules, tight control, and punishments for violations. Children raised with this style tend to be formally disciplined but lack initiative in learning.

Interview excerpts:

b. Mrs. Darni: "If an assignment is not completed, I will punish them, like not allowing them to go out or watch TV."
c. Mrs. Rismawati: "I prefer my child to follow the schedule I have set."

Democratic Parenting (6 parents):

Parents encourage two-way communication and provide freedom under supervision. Children raised with this style demonstrate high learning discipline, initiative, and independence

Interview excerpts:

Mrs. Susianti: "I make a study schedule together with my child and help find solutions if they are late in completing assignments."

Mrs. Wa Ode Hasnida: "We discuss to create a realistic study schedule."

Permissive Parenting (4 parents): Parents allow complete freedom without strict supervision. Children with this style tend to lack discipline, are often late for school, and are inconsistent in completing assignments.

Interview excerpts:

Mrs. Wa Ode Hamni: "I use a permissive parenting style because I want my child to have the freedom to make their own decisions and learn from mistakes."

Mrs. Nuryanti: "I give my child full freedom to manage their learning. I believe they know best when they feel ready and comfortable to study, so I let them make their own decisions."

Learning Discipline of Grade V Students at SD Negeri 1 Marawali

Discipline is one of the essential aspects that support success in the learning process and in achieving educational goals. Educational success is not solely determined by teaching methods or the teacher's skills in delivering material, but also highly influenced by the discipline of students in both school and out-of-school learning contexts. Therefore, instilling discipline through parenting from an early age is crucial, as childhood is a stage where discipline education can be more easily implemented.

Below is a breakdown of learning discipline among Grade V students at SD Negeri 1 Marawali based on field interview results:

a. Discipline in Classroom Learning

Discipline in learning refers to the obedient and respectful behavior students demonstrate during the learning process. As expressed by Ms. Farnia, the Grade V homeroom teacher: "Some students used to play during lessons, but there has been improvement. Also, in Grade V, there is a student with special needs, but they do not disrupt the class during lessons".

Based on the interview, it can be concluded that only some students in Grade V exhibit discipline during the learning process, although improvements have been observed. Additionally, there is a student with special needs who does not disrupt the learning process.

b. Discipline in Completing and Submitting Assignments on Time

Submitting assignments on time means handing them in as per the agreed or assigned deadline. This is considered a student's obligation and part of the school rules, which fosters responsibility and a sense of discipline. Based on an interview with Mr. Asrin, the English teacher of Grade V: "Some Grade V students do not complete and submit their assignments on time, particularly in my subject, English."

This suggests that there are still students who are not disciplined in completing assignments on time, although this occurs mainly in specific subjects.

c. Discipline in Arriving at School on Time

Being punctual in arriving at school reflects students' responsibility toward their education. This habit not only helps them follow the full learning process but also builds time awareness and contributes to life success. As stated by Ms. Farina, the Islamic Studies teacher: "Some Grade V students at SD Negeri 1 Marawali still arrive late to school, especially during my class."

This indicates that some students still struggle with punctuality in attending school."

d. Leaving the Classroom During Lessons

Leaving the classroom without permission can significantly disrupt the learning process. Such behavior shifts the teacher's focus, reduces students' opportunity to fully absorb the lesson, and may influence others to adopt the same habit, leading to a non-conducive learning environment. Thus, responsibility and discipline in attending classes must be emphasized. As mentioned by Ms. Farnia, the Grade V homeroom teacher: "Alhamdulillah, so far none of the Grade V students have left the classroom during lessons."

This suggests that Grade V students are already disciplined in staying in class throughout the learning process.

e. Not Scribbling on Desks and Chairs

Not scribbling on school furniture is a rule to maintain the cleanliness and orderliness of the learning environment, teaching students to be responsible for the facilities they use. As stated by Ms. Farnia: "None of the Grade V students scribble on desks and chairs. They maintain cleanliness and aesthetics in their classroom because at the end of every semester, the school holds a classroom cleanliness and decoration competition."

This shows that the students are disciplined in using classroom facilities and care about maintaining their classroom's appearance.

f. Wearing the School Uniform According to Regulations

Wearing the school uniform correctly reflects obedience to school rules and legal norms. It supports student discipline and responsibility, and helps maintain a focused and distraction-free learning environment. As mentioned by the Grade V homeroom teacher: "None of the Grade V students wear uniforms incorrectly; they all wear the uniform according to the school's regulations."

This shows that Grade V students are disciplined in following school regulations by wearing the proper uniform as required..

Discussion

The research findings indicate that parenting styles have a significant influence on students' learning discipline. Students raised with a democratic parenting style tend to be more responsible and disciplined compared to those raised with permissive or authoritarian styles.

These findings are consistent with Baumrind's theory (1967), which explains that democratic parenting fosters children who are independent, confident, and capable of self-regulation. In contrast, permissive parenting tends to produce children who are less responsible due to a lack of guidance and boundaries. While authoritarian parenting may instill discipline, it is often external and not rooted in the child's own awareness.

Therefore, parents' understanding of parenting styles is crucial in supporting the child's educational journey, particularly in developing disciplined learning habits from an early age. There needs to be a synergy between schools and parents in applying the right approach to character education.

CONCLUSION

Based on the research findings obtained through observation, interviews, and documentation regarding the Parenting Style and Its Impact on the Learning Discipline of Fifth Grade Students at SD Negeri 1 Marawali, it can be concluded that the parents of the students implement various parenting styles, namely authoritarian, democratic, and permissive styles. Each parenting style has a different impact on the character and learning discipline of the child. The application of an appropriate and balanced parenting style, especially the democratic style, which is characterized by attention, supervision, meeting the child's needs, and positive attitudes from parents, has been proven to effectively support the development of students' learning discipline. However, parenting style is not the only factor influencing students' learning discipline. Other factors, such as the individual's internal condition, peer influence, the living environment, and the learning atmosphere created by teachers, also play an important role in shaping students' discipline. Therefore, collaboration between parents, teachers, and the school environment is crucial to creating a learning climate that fosters the development of discipline and a sense of responsibility for learning in students.

REFERENCES

Benu, N. N., Kusumaningrum, L. P. N. K. V., Pratama, P. A. S., & Abida, F. I. N. (2023). Pemerolehan Dan Perkembangan Bahasa Anak Usia Lima Tahun (Studi Kasus). *Sosiologis: Kajian Sosiologi Klasik, Modern, Dan Kontemporer*, *1*(2), 46–55.

Bungin, B. (2017). *Metode Penelitian Kualitatif*. PT Raja Grafindo.

Djamudi, N. La, Iye, R., & Abida, F. I. N. (2024). Survival Language of Teenagers in Coastal Families in Sandi Village, Wakatobi District. *Journal of Languages and Language Teaching*, *12*(1), 136. https://doi.org/10.33394/jollt.v12i1.9213

Harziko Harziko, Yulis Mayanti, Karim, Azwan, Musyawir, R. I. (2021). Penerapan metode variativ dalam meningkatkan pembelajaran Bahasa Indonesia di SMP Buru. *Sang Pencerah: Jurnal Ilmiah Universitas Muhammadiyah Buton*, *7*(1), 71–84.

Hendra Efendi, I. M. S. P. and R. I. (2023). The Violation of Maxims and The Conversational Implicature in 'Hichki 2018' Movie. *Jurnal Wawasan Sarjana*, *1*(1), 51–60.

Iye, R., & Abdullah, R. (2022). Pengaruh Media Gambar Terhadap Kemampuan Membaca Permulaan Anak Kelompok a Di Kecamatan Waikase Tahun 2022. *PARADIGM : Journal Of Multidisciplinary Research and Innovation*, *1*(01), 28–35. https://doi.org/10.62668/paradigm.v1i01.375

Kuswardani, R., Abdullah, M., Ramadhan, R., & Inda, F. (2025). Functional Pragmatic Analysis in Building Students ' Contextual Understanding of Literary Works. *Journal of Pragmatics Research*, *06*(02), 277–292. https://doi.org/10.18326/jopr.v6i2.277-292

Muhammad Alifuddi, R. I. and F. inda N. A. (2024). Conflict and Consensus in The Dynamics of Islamic and Cristian Relations in Tolaki Trible in Indonesia. *Kalam*, *18*(2), 185–200.

Muhammad Alifuddin, Suarni, & Risman Iye. (2022). Dakwah Pencerahan di Ruang Mitigasi Penyintas Gempa Sulawesi Barat. *Jurnal Komunikasi Islam*, *12*(1), 127–148. https://doi.org/10.15642/jki.2022.12.1.127-148

Muhammad Yusnan, Rimayasi, Karim, dan R. I. (2023). IMPROVING INDONESIAN LEARNING OUTCOMES USING THE AUDIOLINGUA METHOD IN ELEMENTARY SCHOOL STUDENTS. *JURNAL WAWASAN SARJANA*, *2*(1), 30–38.

Muslim, Arsad, R. I. (2023). Students ' Ability to Communicate in Speaking Learning through an Active Learning Approach for High School Students. *AIQU: Journal Multidiscipliner of Science*, *1*(3), 123–131.

Risman Iye, Kamasiah, H. (2021). Kajian Studi Pustaka Tentang Metode Pengajaran Cerita Rakyat Dalam Pembelajaran di Sekolah Dasar Risman. *JURNAL WAWASAN SARJANA*, *1*(1), 51–60. https://doi.org/https://doi.org/10.35326/juwara.v2i3.6297

Rosyid, A., Fauzia, N., Darma, D. B., Inda, F., Abida, N., & Iye, R. (2025). Room of Civil Society Development The Impact of Digital Storytelling Applications on Enhancing Critical Thinking Abilities in Higher Education Students. *Room of Civil Society Development*, *4*(1), 79–89. https://doi.org/https://doi.org/10.59110/rcsd.497

Rusman Masiri,, Risman Iye, Harziko, Sofian Malik, & K. (2020). ERROR ANALYSIS IN STUDENTS' CLASSROOM DISCUSSION AT MTS LKMD WAEMOLI. *Uniqbu Journal of Social*

Sciences (UJSS), *1*(1), 22–34.

Sugiyono. (2011). *Metode Penelitian Kombinasi (Mix Methods)*. Alfabeta.