

FAMILY ROLES IN SHAPING DISCIPLINE AND LEARNING OUTCOMES OF ELEMENTARY SCHOOL STUDENTS

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Abstrak: Studi ini didasarkan pada pentingnya disiplin siswa dalam membentuk hasil belajar yang optimal dan peran penting orang tua dalam mendukung perkembangan disiplin tersebut. Tujuan penelitian ini adalah untuk mengeksplorasi pemahaman dan keterlibatan orang tua dalam mengelola disiplin, pola pengasuhan yang diterapkan, tantangan dalam menerapkan disiplin, serta pengaruh kelas sosial ekonomi terhadap pola pengasuhan, fasilitas belajar, dan disiplin anak. Studi ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data meliputi wawancara mendalam, observasi, dan dokumentasi. Data dianalisis melalui reduksi data, penyajian data, dan penarikan kesimpulan. Temuan penelitian menunjukkan bahwa pemahaman dan keterlibatan orang tua dalam mengelola disiplin bervariasi secara signifikan berdasarkan tingkat sosial ekonomi. Keluarga berpenghasilan rendah cenderung permisif dan tidak konsisten, sementara keluarga berpenghasilan menengah dan atas menunjukkan pola pengasuhan yang lebih terstruktur dan demokratis. Tantangan utama dalam menegakkan disiplin meliputi pengawasan orang tua yang lemah, pengaruh lingkungan dan teman sebaya, serta penggunaan gawai yang tidak terkendali. Disiplin yang baik memiliki dampak yang signifikan terhadap kehadiran, konsentrasi belajar, dan prestasi akademik siswa. Studi ini menyimpulkan bahwa disiplin siswa dibangun melalui keterlibatan aktif orang tua, pengawasan yang konsisten, dan komunikasi yang efektif antara rumah dan sekolah.

Kata Kunci: Disiplin Siswa, Pola Pengasuhan, Keterlibatan Orang Tua.

Abstract: This study is based on the importance of student discipline in shaping optimal learning outcomes and the significant role of parents in supporting the development of such discipline. The purpose of this research is to explore parents' understanding and involvement in managing discipline, parenting patterns applied, challenges in enforcing discipline, and the influence of social-economic class on parenting, learning facilities, and children's discipline. This study employs a descriptive qualitative approach with data collection techniques including in-depth interviews, observation, and documentation. Data were analyzed through data reduction, data display, and conclusion drawing. The findings reveal that parents' understanding and involvement in managing discipline vary significantly based on social-economic levels. Low-income families tend to be permissive and inconsistent, while middle and upper-income families demonstrate more structured and democratic parenting patterns. The main challenges in enforcing discipline include weak parental supervision, environmental and peer influence, and uncontrolled gadget usage. Good discipline has a significant impact on attendance, learning concentration, and students'

academic achievement. The study concludes that student discipline is built through active parental involvement, consistent supervision, and effective communication between home and school.

Keywords: *Student Discipline, Parenting Patterns, Parental Involvement.*

INTRODUCTION

Education is a conscious effort to transform human behavior and is considered the most crucial factor in determining a nation's progress. In this context, there are three primary components that influence the success of education: the family, the school, and the government. The family serves as the first educational environment for children, and the support and motivation provided by parents play a significant role in the child's learning process (Imelda & Tulak, 2021).

The role of the family in education is vital because children spend more time at home than at school. Therefore, families need to create a conducive learning environment, provide guidance, instill discipline, and teach life values and social norms (Lumbantobing & Purnasari, 2021). Character education, particularly discipline, should be initially formed within the family setting.

Instilling discipline does not imply the use of harsh punishment but rather the formation of consistent and orderly living habits. Parents can help their children by establishing study schedules, assisting them with tasks, and supervising their time management responsibly (Setyoningsih, 2023). Indicators of discipline such as completing assignments on time, studying without being told, and adhering to routines reflect this habituation process.

As the primary institution that shapes a child's personality, the family plays a significant role in fostering discipline. When children are accustomed to taking responsibility at home, these habits are likely to be carried over to school. Conversely, a lack of supervision and poor parental modeling can lead to a decline in academic achievement (Elvira, 2019).

Several studies emphasize that discipline instilled from an early age through consistent home routines has a positive impact on learning outcomes (Hanik, Dwi, & Rahayu, 2021). Discipline is not solely the responsibility of schools but rather a result of collaboration among families, schools, and the community (Subianto, 2013). Students' academic success is highly dependent on parental involvement as facilitators, motivators, and organizers of learning time (Labungasa, 2023).

The family plays a fundamental role in a child's education, encompassing parenting, guidance, supervision, and character development. As the first and foremost social institution, the family significantly influences the development of children's behavior, values, and attitudes,

including their discipline and academic performance (Friedman, 2018; Setyoningsih, Ratnasari, & Hilyana, 2023). Parents are not only responsible for fulfilling the child's basic needs but also serve as facilitators who provide educational resources, motivators who encourage and support the learning spirit, supervisors who monitor study habits, and role models who demonstrate daily discipline and responsibility (Wahyuni & Fitriani, 2022).

The indicators of family roles include: (1) Facilitator – providing learning tools such as stationery, books, a study space, and access to educational technology; (2) Motivator – offering emotional encouragement and rewards for achievement (Belajar, 2022); (3) Supervisor – monitoring study schedules, gadget use, and assignment completion (Aulia & Saleh, 2024); (4) Role model – exemplifying discipline through consistent behavior; and (5) Active involvement – attending parent-teacher meetings, maintaining regular communication with teachers, and assisting with homework (Utomo, Prayogi, & Pahlevi, 2022).

In the context of Bourdieu's habitus theory, the habituation of values and discipline within the family forms cognitive structures that are sustainably embedded in children's behavior (Amaruddin, 2020). In today's digital age, without strong family control, children are vulnerable to the influence of social media and negative content that can weaken their character and discipline. Discipline is not only an ethical matter but also an academic foundation that supports superior performance (Kasingku & Lotulung, 2024).

Despite its importance, many families have not yet fulfilled this role optimally. Common issues include student tardiness, disobedience to classroom rules, and a lack of responsibility in completing school assignments (Wibowo, 2024). These phenomena are reinforced by findings from Lestari and Santoso (2022), who showed that students with low discipline tend to achieve poorer academic results.

External factors such as inappropriate parenting styles such as authoritarian or overly permissive approaches without consistency can lead to emotional instability in children and reduce learning motivation (Amelia & Wulandari, 2023). On the other hand, the family's economic condition also plays a vital role. Families with limited financial resources often struggle to provide adequate learning facilities or devote sufficient time to supervise their children's learning (Bramantha & Yulianto, 2020).

Technological sophistication presents an additional challenge. Uncontrolled access to gadgets leads to high levels of distraction, reduced study time, and increased risk of online gaming addiction (Putri & Nugroho, 2024). In this context, parents must serve as supervisors and guides in managing technology use to prevent its adverse impact on children's discipline.

Preliminary observations at SDN 10 Lubuk Dalam revealed a gap between expectations and reality. Many students frequently arrived late, neglected assignments, and were more interested in gadgets than learning. Many parents also tend to delegate the responsibility of character development entirely to the school without active involvement at home.

At the elementary school age (8–9 years), children are in Piaget's concrete operational stage (Piaget, 2019), where they begin to understand rules and responsibilities. However, at this stage, children still require direct guidance and consistent reinforcement from both parents and teachers. Disciplined students tend to be punctual, orderly in behavior, consistent in study routines, and respectful of school norms (Issaura et al., 2019; Wirantasa, 2017). Discipline is not merely the result of external enforcement but emerges from the internalization of values and habituation reinforced by both family and school settings (Haryono, 2016).

Based on these issues, this study aims to examine how families contribute to enhancing discipline and learning outcomes in elementary students, as well as to analyze how economic factors and parenting styles influence educational success. By exploring the family's roles as facilitators, motivators, supervisors, and role models, this research is expected to contribute to the development of character education and the reinforcement of the family's role in education.

RESEARCH METHODS

This study employed a qualitative descriptive approach using a fieldwork design, aiming to gain an in-depth understanding of the family's role in improving discipline and learning outcomes among elementary school students. This approach was chosen because the study does not focus on quantifying variables, but rather on exploring meanings, practices, and contextual experiences within the family and school environments. The research was conducted at SD Negeri 10 Lubuk Dalam, located in Lubuk Dalam District, Siak Regency, Riau Province, during June 2025. The research subjects consisted of three third-grade students from different socio-economic backgrounds (low, middle, and high), along with their respective parents and classroom teachers.

Data collection techniques included in-depth interviews, participant observation, and documentation. Semi-structured interviews were conducted with students, parents, and teachers to explore aspects such as parenting styles, learning supervision, discipline habits, and learning motivation. Data were analyzed using the qualitative analysis technique by Miles and Huberman, which includes three key stages: data reduction, data display, and conclusion drawing. The data reduction stage involved selecting relevant information based on key themes such as family roles, types of discipline, and learning outcomes. The data were then presented in thematic narrative form by integrating observation results with interview excerpts.

RESULTS AND DISCUSSION

A. Parental Understanding and Involvement in Improving Student Discipline and Learning Outcomes

Student discipline and learning outcomes are not only influenced by the learning system at school, but are also greatly determined by how parents understand and are involved in directing their children's behavior at home. A good understanding of the importance of discipline is the main foundation in forming structured learning attitudes and habits. Conversely, low understanding will have implications for weak habits and a lack of consistency in directing children.

One of the students from a lower economic background, RA, stated that he only studied when reminded, and often did not have a fixed study schedule. "At home I study, Ma'am, but sometimes I forget. I don't have a schedule, sometimes I study, sometimes I play," he said. This shows that the lack of consistent study time management causes the study routine to become weak.

RA's parents admitted that they rarely set a special study schedule and only reminded him occasionally.

"Sometimes I ask about homework if I have time, because I also work. If he keeps playing, then I'll scold him,"

Based on the interviewed, this attitude illustrates the involvement of parents who are more reactive than proactive, so that the formation of discipline is inconsistent. On the other hand, a student from a middle-class family, NF, stated that his mother always made a study schedule and helped him complete his assignments.

"When I get home from school, after eating, I study. My mother reminds me,"

This shows that parental involvement in setting study time has a direct impact on children's discipline routines. The class teacher also said that students like NF are easier to direct and tend to have a more stable learning attitude. "Children who have the habit of studying at home usually understand the lessons faster and are more orderly during the learning process," said the third grade teacher.

In upper-class students like AS, parental involvement is even more intense. Their parents not only make detailed study schedules, but also supervise the daily learning process and provide various supporting facilities such as additional books and special study rooms.

"If I have been holding my cellphone for a long time, my father will definitely reprimand me. He asks me to study first before playing,"

This kind of involvement reflects a high level of parental understanding of the importance of balancing learning and entertainment time. Not only that, but US parents also actively communicate with teachers and take their children's academic development seriously, including asking for input on assignments and test results. The teacher emphasized that synergy between home and school is very important.

"If parents actively communicate, children's learning outcomes can be controlled better. I can tell them directly if there is a problem, and usually they respond quickly,"

The consistency of parents in accompanying their children can be seen from how they provide motivation to study. One mother of a lower middle school student stated, "I told my child, if he studies diligently, I will buy him toys." This form of motivation can be an initial stimulant that encourages children to start being disciplined.

However, not all parents are able to maintain consistency. In low-income families, the biggest challenge is time and workload. "I work from morning to evening, so sometimes I come home tired. I don't have time to ask about my child's lessons," complained one parent.

On the other hand, in upper-class families, even though parents are busy, they still set aside special time to monitor their children's learning progress. "I come home from work late at night,

but I still check their textbooks. I chat about their school for at least five minutes," said a US parent. This shows that parental understanding and commitment are more important than just free time.

From the observation results, students from upper economic families showed more regular habits: punctual attendance, complete stationery, and disciplined completion of assignments. While students from lower economic families were often late, did not bring enough equipment, and did not complete assignments on time. The role model aspect is also a determining factor. Parents who demonstrate an orderly life, are punctual, and disciplined in working create a positive learning atmosphere. "Children imitate. If their parents are neat and punctual, children usually follow suit," said one teacher. No less important is the role of communication in supporting discipline. Children who often discuss with their parents tend to be more open and have a higher awareness of responsibility.

"If I have a problem at school, I tell my mom," said NF. Meanwhile, RA admitted, "I rarely tell her, because my mom is busy."

The results of the study showed that the level of parental involvement greatly influenced the achievement of discipline and learning outcomes. Parents' understanding of the importance of time management, motivation, communication, and role models are the main keys in creating a consistent and structured learning routine.

Thus, it can be concluded that family involvement is not just physical presence, but includes a deep understanding of the importance of education, commitment in accompanying, and the ability to adapt to the child's condition. Variations in economic background also color the extent to which families are able to carry out their role in shaping discipline and supporting student learning outcomes.

B. Parenting Patterns in Influencing Student Discipline and Learning Outcomes

Parenting patterns applied by parents have a significant influence on the formation of discipline and achievement of student learning outcomes. Each family shows variations in parenting styles based on their economic background and knowledge of their child's developmental needs. Among the dominant styles found are permissive, authoritarian, and democratic patterns. In low-income families, permissive parenting is quite prominent. One parent said,

"I don't really control him, Mom, I'm also busy working. If he doesn't study, I just scold him."

This approach shows that children are left without clear direction, and control only appears when there is a violation, not as part of the process of forming discipline habits. As a result, children from such families show inconsistent habits, both in terms of completing assignments and following school rules. They tend to avoid responsibility and do not have a fixed study schedule. This is in line with the findings of class teachers who stated that students from permissive families often break rules and are difficult to direct.

Meanwhile, authoritarian parenting is found in some middle-class families. Parents in this group start to implement rules and consequences, although sometimes they are rigid. "If he is lazy, I forbid him to play with his cellphone," said one parent. Although there are efforts to control the child's behavior, this approach sometimes does not pay attention to the child's emotional needs.

More ideally found in upper-economic families who generally apply democratic parenting. They set clear rules, but still pay attention to the child's condition. As expressed by one parent,

"If he is tired, we give him a break, but if he is still lazy, we give him consequences."

Children from these families tend to be more independent, responsible, and have better self-control in carrying out academic tasks.

Teachers observed that students from families with democratic parenting showed stable discipline. They consistently attended on time, completed assignments without being reminded, and were active in learning activities. These children also had good emotional relationships with their parents, so communication was smooth and effective.

Observations show that consistency in the application of rules is the main differentiator. In inconsistent families, children become confused and do not understand behavioral boundaries. Students from such families often ignore assignments and behave disorderly. Meanwhile, families that consistently enforce rules form children who are obedient, aware of responsibility, and take the initiative in learning.

Parenting also includes controlling gadget use and regulating playtime. In low-income families, gadgets are often used without limits as a distraction.

"I just let my child play with his cellphone, Mom, as long as he stays at home,"

This actually weakens the child's self-control and reduces their learning discipline. On the other hand, upper-class families implement planned control by utilizing monitoring applications and explaining the dangers of excessive gadget use. "We discuss and limit it to one hour a day. If you break it, there are consequences," said the parent of an upper-class student. This step helps children form healthy and balanced learning habits.

Thus, parenting patterns whether in the form of supervision, emotional closeness, or role models contribute directly to shaping students' discipline and academic achievement. Consistent, supportive, and balanced parenting patterns are a strong foundation for creating children who are not only intelligent, but also responsible and able to manage themselves independently.

C. Challenges in Enforcing Student Discipline

Enforcing student discipline faces various challenges, both from within the family and external factors such as environmental and technological influences. These challenges vary depending on the socio-economic background and parenting patterns applied by parents. However, the most fundamental is the weak supervision of the family over the child's daily activities. Parents from lower-income families admit to having difficulty controlling their children's activities due to their high workload.

"I'm busy working, Mom. When I come home in the evening, I'm sometimes tired. So I don't know if he's studying or not,"

This causes children from these families to grow up without the habit of a stable and consistent learning routine. The class teacher emphasized that children who are not supervised tend to show disorderly behavior at school. They often arrive late, forget to bring learning materials, and do not complete assignments. This is different from students who have intense supervision from their parents, who are generally more organized and responsible in learning.

The social environment also plays an important role in shaping children's discipline. Students who hang out with friends who do not have study habits are often influenced and imitate the pattern. One student said,

"I like to play until the afternoon. Sometimes I forget to study because my friends don't study either."

This shows how strong the influence of peers is in shaping children's attitudes towards learning. Some parents from the middle economic group revealed that they try to direct their children to befriend children who are diligent and positive. "I always ask who they play with. If their friend is a truant, I forbid them," said one mother. This approach has proven effective because children from this group show better regularity in learning activities.

The influence of technology, especially the use of gadgets and social media, is also a serious challenge in enforcing discipline. Teachers said that many students lose focus on learning because they use their cellphones too often. "Children who play with cellphones too much, usually their grades drop and they are difficult to control," said the class teacher. Unfortunately, in many families, gadgets are not strictly controlled. Children are allowed to use cellphones without time limits and without monitoring the content. "I let him play with his cellphone because I am also busy working," said one parent. This condition causes children to become addicted to games and neglect schoolwork.

On the other hand, in upper-class families, control over gadget use is carried out systematically. "We limit it to one hour a day and we supervise it. We also often discuss the content he watches," said the student's parent. As a result, the child showed a better level of concentration and was not easily distracted while studying.

Teachers and parents need to work together to overcome these challenges. Teachers cannot enforce discipline in schools without support from home. Parental involvement in enforcing the same rules at home greatly contributes to the success of discipline programs in schools. Thus, challenges in enforcing discipline must be addressed collaboratively by strengthening communication between teachers and parents, supervising the use of technology, controlling the child's social environment, and family commitment in creating a stable and consistent learning routine.

D. The Impact of Discipline on Student Learning Outcomes

Student discipline has been shown to have a strong relationship with their learning outcomes in school. Students who are accustomed to following a regular learning routine, arriving on time, and completing assignments consistently, show higher academic achievement than students who do not have good learning habits. The class teacher stated,

“Children who attend regularly and are disciplined usually have good grades. They are serious when studying and do not need to be reminded often.”

This statement is supported by school documentation data showing that students with high attendance tend to have better test scores and report cards. Students from upper-class families, who have strict study schedules and full supervision from their parents, show consistency in academic achievement. They are also able to demonstrate high concentration in learning.

"When I study, I can focus for a long time, Mom, because Mom has made me study every night,"

On the other hand, students from low-income families often show irregularities in attending school and completing assignments. This has a direct impact on their learning outcomes. “Sometimes I forget to do my homework because no one reminds me at home,” said another student. Lack of supervision and learning habits are the root of low academic achievement.

The teacher also observed that children who study without gadget distractions have an easier time understanding lessons. “Children who play with their phones all the time have difficulty focusing. If the lesson is a little difficult, they get bored quickly,” said the teacher. This means that control over distractions greatly determines the effectiveness of the learning process.

Children who learn in an environment that supports discipline also show greater enthusiasm for learning. They are more active in discussions, understand the material more quickly, and show intrinsic motivation in achieving. The teacher said, “Disciplined children usually have their own targets. They are enthusiastic about learning because they feel it is a responsibility.”

Discipline also correlates with students' self-confidence. Children who are used to being orderly feel prepared when facing tests or evaluations. They are not nervous because they are used to studying regularly. This creates a positive cycle between discipline, readiness, and learning success. Even in the affective and psychomotor aspects, disciplined students show a more polite attitude, are able to work together in groups, and have better presentation skills. Discipline not only affects academic grades, but also forms the social and moral character of children.

Thus, learning discipline is not just a technical routine, but an integral part of student character formation. Discipline that is formed early at home and reinforced at school becomes the main foundation in achieving optimal and sustainable learning outcomes.

Discussion

The results of this study reveal that the role of the family in improving student discipline and learning outcomes is greatly influenced by the extent of parental understanding and involvement in the child's education process. Families who have a good understanding and commitment in carrying out their roles as facilitators, motivators, supervisors, and role models have been shown to be able to form stable discipline patterns and encourage positive academic achievement. This finding is in line with Bronfenbrenner's theory which places the family as the earliest and most powerful microenvironment that influences child development.

Parenting becomes an important variable that mediates the influence of family on discipline and learning outcomes. Democratic parenting is proven to be more effective in forming independent, responsible, and disciplined children. In contrast, permissive and authoritarian patterns, although they can provide a momentary effect, are unable to build sustainable self-control. This finding strengthens Baumrind's (1991) opinion that democratic parenting creates a climate that allows children to grow in a balance between freedom and structure.

Challenges in enforcing discipline, such as limited parental time, the influence of the social environment, and digital distractions, are also serious obstacles that must be overcome through close cooperation between schools and families. This study shows that control over gadget use, regulation of children's relationships, and emotional presence of parents are protective factors in maintaining the stability of children's discipline.

Discipline has been shown to be an important prerequisite for academic success. Children who have a regular study routine, good attendance, and consistent completion of assignments show higher learning outcomes. This finding supports previous research by Hanik, Dwi & Rahayu (2021), which showed that learning discipline contributes positively to students' academic achievement.

This study also confirms that the character education approach must start from the family. The role of schools as a value reinforcer becomes effective when these values have been firmly

embedded at home. Therefore, synergy between parents and teachers in conveying the values of discipline and responsibility becomes a strategic element in building a productive and sustainable learning culture.

CONCLUSION

Based on the research results, it can be concluded that the role of the family is very crucial in shaping the discipline and learning outcomes of elementary school students. Parental involvement shown through providing motivation, monitoring learning activities, providing facilities, and providing consistent role models, can create a regular learning routine and a strong disciplined character in children.

Democratic parenting has proven to be the most effective in creating independent and responsible children. On the contrary, permissive and authoritarian patterns have weaknesses in forming children's self-control. External factors such as gadget use, social environment, and parental workload are challenges that must be anticipated with a planned supervision strategy.

Discipline formed from home contributes directly to children's learning success, both in terms of academic grades, class participation, and readiness for exams. Therefore, efforts to improve student learning achievement must begin with strengthening the role of the family as the main foundation of character and academic education.

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