

Challenging Parenting Issues on Developing a Disciplined Character for Elementary Students

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The purpose of this study was to get a deeper understanding of a suitable parenting training approach to develop a disciplined character for elementary school students. This research is a pilot project. The sample in this study was 79 parents of students in three schools and three teachers of students in the three schools and three students. The instruments used were the Scale of *Pembentukan Karakter Disiplin Siswa Sekolah Dasar (PKDSSD)* and Focus Group Discussions. Data analysis used is a qualitative descriptive approach with thematic analysis and the Wilcoxon test to determine the suitability of the participants. This research portrays the urgency of parenting training to develop disciplined character, and this information can be used by counsellors, teachers, and parents for the formation of elementary school students' disciplined character.

Keywords: *Parenting Training, Discipline Character, Student*

Introduction

Education is a conscious and planned effort to actualise learning and learning processes so that students actively develop the potential to increase spiritual strength, self-control, personality, character, intelligence, and the skills needed by themselves, society, the nation, and the state (the Republic of Indonesia, 2003).

The statement above gives an agreement to educators that they are not only intended to increase intellectual capacity, but also make students who are noble, well-mannered, and religious. Educators and other educational personnel are required to be according to their respective duties. In addition to subject teachers, one of the teachers responsible for fostering students by national education goals is the school counsellor. School counsellors, as one of the professional education personnel in the field of guidance and counselling, also demanded their role to help the successor of national educational goals through supported, implemented, and proposed comprehensive programs that develop character education.

Character education brings students into value recognition, appreciation with affective value, and finally, to the practice of the values. Character education for students is important for their future because personal character traits determine the quality of their later life (Sukendar et al., 2019). Character education is a direct approach to moral education by instructing learners about basic moral knowledge to prevent them from engaging in immoral behavior or harm to themselves or others. The habituation of moral education for students is applied both at home and at school, as well as in society, rather than teaching them by proposition or verse (Santrock, 2014).

Discipline refers to a systematic instruction given to a disciple, a student. To discipline means to instruct a person to follow a particular code of conduct (Nakpodia, 2010). Self-discipline is seen in socially and morally responsible behavior that is motivated primarily by intrinsic factors, not solely by the anticipation of external rewards or fear of punishment. Research shows that self-discipline promotes positive relations with others and a positive school climate, fosters academic achievement, and promotes self-worth and emotional well-being (Bear, 2008). Damrongpanit (2019) states that "self-discipline is one qualification for all societies and people needed." Through discipline character education, it is expected that students will be able to independently improve and use their knowledge, study, internalise and personalise the values of noble character so that it is manifested in everyday behaviour.

Characters cannot be formed instantly, so they need to be instilled early on, so elementary school is the right school to start to grow the character of discipline for learners (Trihantoyo & Moedjito, 2018). Bronfenbrenner's (1979) ecological systems model of human development posits that children's development is influenced by multiple environments such as the home, community, and school. The character of student discipline is shaped and controlled by a variety of factors, one of which is one's caregiver. The importance of parental involvement in the disciplined character education is closely related to the role of the family, as that family is the closest place to learning anything (Lickona, 2004). As the family is the most intimate environment to students and where they spend the most time with, family conditions such as economic limitations or improper parental care can affect in a negative way, the disciplined character of students.

While the teacher-student relationship has, therefore, to be central for the realisation of a good education (Brophy-herb et al., 2007), parents of the students make critical decisions and investments in them (Li et al., 2019). It is important to work under the assumption that families generally want what is best for their children and want to work cooperatively with the school (Christenson & Sheridan, 2001), since it is known that parenting approaches are so critical that they do more to improve children's educational outcomes than investments made by schools or by the children themselves (Houtenville & Conway, 2008). For instance, previous research has shown that while positive parenting strategies (i.e. authoritative style) are related to higher levels of self-esteem, optimism, and school satisfaction (Smokowski et



al., 2015). Negative parenting strategies (i.e., authoritarian, permissive, and neglectful style) are linked with internalising and externalising problems (Pinquart, 2017a, 2017b).

Moos (1979) identifies as elements to develop a positive climate as the involvement of families, in particular: allowing families to participate and developing relationships with teachers, with staff and with other families; contributing to the families growth helping them to improve their parenthood; encouraging parents to feel co-responsible with the educational process and learning by their children. Through the blending of moral/character education learning activities into the family, education is to have children acquire, organise, demonstrate, and communicate information (Berkowitz & Melinda, 2004; Althof & Berkowitz, 2006; Ginsburg, 2007). By helping each other better monitor what happens in school and at home, parent-teacher interaction also facilitates mutual accountability (Mbiti, 2016). Open communication between parents and school is the key; it integrates the development process and promotes children's academic success.

For this reason, an effort is needed to be aimed at building awareness and understanding of students' parents regarding the appropriate parenting training model in developing the character of the discipline through positive influences that can be followed by elementary school students. This effort is important to build appropriate parenting figures for the development of good character in students according to their psychological development phase. Through developing the disciplinary character of increased awareness and understanding of positive parenting, it is hoped that cases of student misbehaving can be prevented as early as possible.

Methods

This research is a pilot project. The sample in this study was 79 parents of students in three schools and three teachers in the three schools and three students. The instruments used were the Scale of *Pembentukan Karakter Disiplin Siswa Sekolah Dasar (PKDSSD)* by conducting focus group discussions. One month of literature study and observation continued by three months of the interview were conducted. Data analysis techniques used are the qualitative descriptive approach with thematic analysis and the Wilcoxon test. Data triangulation and investigator triangulation are used to test validity through the convergence of information from different sources.

Results and Discussion

Description of Disciplined Character Formation Components

Components for discipline character building will be provided as a parenting training model. Before that, for the first year or current research, the focus is only on the analysis of problems that occur in elementary students, especially in the formation of the disciplined character of elementary students.

The parenting training model for the elementary student is based on Santrock's (2014) definition of moral character; rules and values about what a person should do in his interactions with others, and Lickona (1992) components of disciplined character; moral knowing, moral feeling, and moral action. Moral-knowing consists of moral awareness (attitude of their judgment to see which situations require moral placement and after that to think carefully about what attitude is right), moral values (attitude of respect for the life around him, responsible for others, honesty, fairness, tolerance, self-discipline), understanding the perspective of others (see something like what other people see, imagine how others think, react and feel), moral reasoning (understanding why a person must be moral), and decision-making (choosing an action among several available alternatives).

Moral feeling is the emotional aspects of a person's character which can develop with the influence of the school and family environment, both positive feelings such as empathy, sympathy admiration, and self-esteem, as well as negative feelings, such as anger, shame and guilt contribute to the development of student character, so that when these emotions are felt strongly, they will influence the child to behave according to moral standards. Williams & Schnaps (1999) describe the emotional aspects of character, among others: (1) conscience is divided into two parts, namely cognitive (knowing what is right), and emotional (feeling having an obligation to do right); (2) self-esteem refers to an evaluation or assessment made by someone related to their self-acceptance; (3) empathy is a process when someone feels the feelings of others and captures the meaning of those feelings, then communicates them with sensitivity in such a way as to show that he truly understands the feelings of others; (4) loving the good is an interest in good things; (5) self-control is control carried out by a person on his feelings, impulses and his actions; and (6) humility is the affective side of self-knowledge that is open to the truth (criticism and suggestions) and the desire to correct mistakes that have been made.

Moral behaviour is the result or tangible form of the two components that have been described previously (moral knowing and moral feeling). If someone already has a moral quality in terms of intellectual/cognitive and emotional, people will likely do what they understand and what they think is right (Smith, 1977 in Lickona, 1976).

Description of Respondent Data

This research focuses on (a) a preliminary study of Parenting Training to develop disciplined character of elementary school students in East Jakarta, (b) *Parenting untuk Pembentukan Karakter Disiplin Siswa Sekolah Dasar (PPKDS-SD)* planning in East Jakarta, (c) development of the initial parenting model in East Jakarta, (d) reviewing the initial PPKDS-SD model in East Jakarta, and (e) revising the design of the initial PPKDS-SD model in East Jakarta.

The study was conducted by giving parenting training to 79 parents of elementary school students as respondents from three public elementary schools, namely: (1) *SDN Jatinegara Kaum 03 Pagi* (high economic level), (2) *SDN Utan Kayu Selatan 05 Pagi* (middle economic level), and (3) *SDN Utan Kayu Selatan 23 Pagi* (low economic level). Following is an overview of the data that is the subject of this study, researchers classify respondents based on an elementary school in East Jakarta with high, medium, and low economic categories.

Table 1. Categorized economic class sample

SDN	Economic Class	Sample	Percentage
<i>Jatinegara Kaum 03 Pagi</i>	High	28	35.44%
<i>Utan Kayu Selatan 05 Pagi</i>	Middle	24	30.38%
<i>Utan Kayu Selatan 23 Pagi</i>	Low	27	34.18%
Sum		79 parents	100%

Description of Parenting Training Data for Overall Discipline Character Building

Mei-Ju et al., (2014) suggests that character education in school should be integrated into family toward elevating parent-child relationship, and that parents should spend more time and effort to understand each child's inner potential. With appropriate environment set-up and daily life materials, children's interrelationship with parents would be elevated through the application of character education into a family environment, and this results in a significant influence on the students' character cultivation. However, we understand that different parents have different struggles in cultivating their children's disciplined character.

Problems found of students are their lack of confidence, undisciplined prayer times, excessive cellphone playing, inability to focus on learning at school, laziness to go to school, difficulty in getting up early, impulsiveness, spoiled behaviour, still need to be reminded to do homework, insomnia, excessive playtime, cheating at the work of their peers, lack of intention to do self-learning, lack of social skills, inability to control emotions, unwillingness to do daily bathing, reluctance to eat healthy foods, and disorganisation.

In brief, sorted by the average economic level of the parents in each school from high, middle and low financial scale, the problems faced by parents and educators of the students mainly can be explained in Table 2.

Table 2. Problems of Elementary School Students Grades 1-6 (SDN Jatinegara Kaum 03, SDN Utan Kayu Selatan 05 Pagi, and SDN Utan Kayu Selatan 23 Pagi)

<i>SDN Jatinegara Kaum 03 Pagi</i>	<i>SDN Utan Kayu Selatan 05 Pagi</i>	<i>SDN Utan Kayu Selatan 23 Pagi</i>
<i>24 problems of disciplined character. The first place in the problem of excessive cellphone playing complained by 28 respondents/parents of students. The second problem with the difficulty of getting up in the morning complained by 28 respondents/parents of students. While the third problem is not a disciplined time to pray and doing homework that is complained of by 16 respondents/parents of students.</i>	<i>15 problems of disciplined character. The first place on the problem is a lack of motivation to do their homework that is complained of by 6 respondents/parents of students. The second problem on the difficulty of getting up in the morning is complained of by 5 respondents/parents of students. Whereas the third problem is excessive cellphone playing and impatience / impulsiveness that is complained of by 4 respondents/parents of students.</i>	<i>16 problems of disciplined character. First place on the problem excessive cellphone playing and learning difficulty that is complained of by 4 respondents/parents of students. The second problem is not a disciplined time to pray that is complained by 3 respondents/parents of students. While the third problem is difficult to wake up in the morning is complained of by 2 respondents/parents of students.</i>

Yunesa & Khaidir (2019) show that the inhibiting factors of student disciplined character-building are (a) students' behaviour, (b) less assertive teacher, (c) less active participation of parents. We suggest that parents and teachers can overcome the aforementioned inhibiting factors in the following ways:

First, giving rewards after the child has done something right. If the child suddenly takes the initiative to clean the yard or tidy up his room, try giving a compliment. Parents can do this by saying, "Wow, now the garden is better, dear, thank you." It will make the child feel valued and most likely will repeat this positive thing. Giving praise for the good that the child is doing is more effective in educating him than punishing him when a child is wrong.

Second, make clear rules. By providing clear rules, parents can immediately warn them if children make mistakes. Unlike the case as if parents do not make these rules, children do not

know about it, and parents also do not have a strong judgment to blame and make it disciplined because children do not know that.

Third, avoid debate. If the child wants to defend himself when parents blame him, try to make answers that do not make the child cornered. On the other hand, try to act by considering how the child feels. If the child screams, "this is not fair!", try saying "yes, mother understands." That way, as parents, they will not be impressed wanting to win alone, and the child will feel more understood and not argue anymore. Show unconditional care, respect, and support. Students are much more likely to respect, listen to, and act like the adults whom they care about and respect (Bear & Duquette, 2008).

Fourth, as a parent, take control of your emotions. When children want to do something that the parents think is inappropriate and can trigger anger, try to leave for a moment, and calm yourself as a parent. Maybe parents can say, "I don't seem to agree. I'll tell you later when I consider it." After calming down, try to get the child to talk and say the opinions of the parents and tell the children the consequences of what the child will do. Parents do not need to be angry, but they need to explain the problems that must be faced by children. Parents need to learn how to manage their anger, solve problem situations with a warm-heart and a cool-head.

Fifth, remain consistent with the rules that parents make. Seeing children happy, of course, also makes parents happy. However, do not let this make the rules that you make slacken. If a child plays games overtime, don't hesitate to discipline him. They have not been able to understand and manage their activities, as well as parents who know more about it.

Sixth, parents also should have self-discipline. One of the easiest ways to learn is to imitate. Parents are the ones they meet most often and observe every day. That is why the child's behaviour is never far from his parents. Therefore, try to give a good example; make yourself disciplined parents before disciplining your children. By educating children to be disciplined, this will accustom them to living by working hard. That is precisely what they will face later. Don't cuddle them with conveniences because it will only make the child whiny and not harsh.

Islam (2019) portrays that parental involvement with their children's education can occur at home (e.g., homework), or in the school (e.g., meetings, support and or volunteering), and by conducting these approaches more often, significantly resulted in improvements in student attitudes and behaviour. In related studies, Berry (2015) and Banerji, Berry, & Shotland (2015) found that providing incentives for low-income parents or literacy classes for parents can help to improve children's educational outcomes. Based on the description of the description above the researcher aims to arrange compatible parenting training model design in the formation of disciplined character of elementary school students in East Jakarta.

Conclusion

The research sample was conducted at three SDN schools in East Jakarta taking into account the economic level of parents, namely: (a) *SDN Jatinegara Kaum 03 Pagi* (high economic level), (b) *SDN Utan Kayu Selatan 05 Pagi* (middle economic level), and (c) *SDN Utan Kayu Selatan 23 Pagi* (low economic level); (2) The data of the disciplined character problems of elementary school students in East Jakarta as a whole, namely: (a) excessive cellphone playing, (b) difficulty getting up early, (c) undisciplined prayer time, (d) unmotivated to do homework, (e) impulsiveness, and (f) learning difficulties, deduced from 79 respondents/parents of students; (3) Solutions to overcome these problems are in the following ways: (a) give a gift after the child has done something right, (b) make clear rules, (c) avoid debate, (d) take control over any negative emotion, (e) remain consistent with the laws that parents make, and (f) self-discipline of parents. For this first-year research, the researcher focused on the data gathering of parenting problems that occur in the 1st-6th grader in formulating the disciplined character. With the understanding that the children's learning environment dominantly lies in a school environment and the family (Vicki, 2007). In the second year of research, the suitable model for *Parenting untuk Pembentukan Karakter Disiplin Siswa Sekolah Dasar (PPKD-SD)* training in East Jakarta will be done.

Acknowledgments

The researcher would like to acknowledge the financial support of the Ministry of Research and Technology of the Republic of Indonesia. Also, to thank every supportive participant who was involved in the research: the school headmaster, teacher, and parents of students of *SDN Jatinegara Kaum 03 Pagi*, *SDN Utan Kayu Selatan 05 Pagi*, and *SDN Utan Kayu Selatan 23 Pagi*.

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