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The relationship between parental attention and elementary student discipline

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Article info	Abstract
Keywords: Parental attention, student discipline, elementary school	This study aims to examine and analyse the relationship between parental attention and elementary school students' discipline. The method used is an ex post facto approach with a quantitative approach. The research population included all 78 fourth and fifth-grade students of SD Negeri 001 Buluh Cina, who were also sampled using a total sampling technique. The research instrument was a closed questionnaire whose validity and reliability had been tested. Data analysis was carried out using the Spearman Rank correlation test and the calculation of the coefficient of determination (R^2). The results showed a positive and significant relationship between parental attention and student discipline, with a correlation coefficient of 0.516 and a significance value of 0.000 (<0.05). This value indicates a moderate category relationship, meaning that the higher the parental attention, the higher the level of student discipline. In addition, the coefficient of determination (R^2) of 29.6% indicates that parental attention contributes to variations in student discipline, while the remaining 70.4% is influenced by other factors not examined. These findings emphasise the importance of parental involvement in the educational process, both through regular communication and more structured mentoring programs, so that it can support the formation of students' disciplined character more comprehensively.

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1. Introduction

Education is a process that involves various parties, including the government, schools, communities and families. In this context, the role of parents as part of the family environment is

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a key factor in supporting the success of children's education. Research by Ayudia et al. (2021) shows that parental attention has a significant impact on children's learning motivation. Actively involved parents are able to become a source of new enthusiasm, create a supportive learning atmosphere, and meet children's physical and psychological needs (Himmah, 2021). However, the attention given needs to be proportional, neither excessive nor insufficient, but adjusted to the ideal needs of child development (Wandi, 2023).

Parental attention is not only limited to emotional aspects, but also includes involvement in the child's educational process (Damayanti, 2023). Parents who provide support for learning at home can encourage children to be more responsible in completing school assignments (Lilawati, 2020; Ayun, 2017). Discipline, as an essential part of character building, is strongly influenced by the family environment (Nurkholis, 2020). In this case, the family acts as the first foundation in accustoming children to rules and values that shape positive behaviour (Subagia, 2021). Several studies confirm that students who receive consistent attention and guidance from parents tend to have higher learning discipline (Berangka, 2018; Novianti, 2023). Conversely, a lack of parental attention can make it difficult for children to adjust to the demands of the school environment, show deviant behaviour, and experience difficulties in academic achievement (Putra, 2023; Rahman et al., 2020).

However, preliminary findings obtained through observations and interviews with the principal and guardians of students at SD Negeri 001 Buluh Cina show that most parents still consider that children's character building is entirely the responsibility of the school. The lack of parental involvement can be seen in the absence of supervision of children's behaviour at home and at school. This is reflected in the various violations committed by students, such as being late for school, not completing assignments, doing homework at school, littering, speaking rudely, and disrespecting friends, which leads to fights. Further interviews with student guardians also revealed that busy work is the main reason for the lack of attention to children's development. These findings indicate a gap between the importance of parents' role in shaping children's discipline and the reality of parents' involvement.

Evidence shows that parental attention plays a crucial role in the success of the learning process and the development of children's character (Alam, 2020; Sari et al., 2022). Therefore, strengthening the relationship between family and school is a strategic step in instilling discipline in students. Although various studies have discussed the importance of parental attention, studies that specifically examine how parental attention or lack thereof is related to student disciplinary behaviour at the elementary school level in a particular social context are still rare. SD Negeri 001 Buluh Cina is located in a community with a diverse socioeconomic background, where most parents work as traders, teachers, or other professions that demand a lot of time and responsibility. This busyness often limits parental involvement in their children's educational activities. In this context, it is intriguing to explore further how parental attention contributes to the development of student discipline. This study specifically aims to analyse the relationship between parental attention and student discipline at SD Negeri 001 Buluh Cina, as a form of contribution in strengthening cooperation between families and schools in character education for children.

2. Literature Review

The attention and role that parents play are crucial in shaping student discipline at the elementary school level. Parental attention not only functions as a form of emotional support but also includes roles as educators, motivators, supervisors, and facilitators that directly contribute to improving children's learning discipline (Dewi, Tahir, & Husniati, 2023). In addition, the

parenting style applied by parents is proven to affect the level of student discipline. Research by Sheillamita, Syachroji, and Rokmanah (2023) showed that democratic parenting has a significant positive influence on student learning discipline, while authoritarian and permissive parenting patterns have different impacts on children's disciplinary behaviour.

Various empirical studies support the importance of parental attention in student discipline. A survey by Putri, Khaerunnisa, and Hotimah (2024) found that parental support contributed 44.2% to the learning discipline of grade V elementary school students, indicating a significant relationship between parental attention and children's disciplinary behaviour. Similar findings were also reported by Safitri and Kasriman (2023), who noted the considerable influence of parental roles on the discipline of grade IV students of SDN Dukuh 04 Pagi, with a coefficient of determination (R^2) of 37.2%.

The COVID-19 pandemic situation also emphasises the importance of parental attention in maintaining student learning discipline amid the challenges of distance learning. Research by Mima, Sadif, and Ulfa (2023) revealed that parental attention during the online learning period contributed 53.3% to the students' learning discipline of SMPN 1 Kambowa. This shows that parental attention is a central factor in maintaining the consistency of children's learning discipline, even in unconventional learning conditions.

Reinforcement of these findings was also obtained from the research of Agus, Rosdianto, and Sumarli (2023), who found a positive and significant relationship between parental attention and the learning discipline of high-grade students at SD Negeri 8 Singkawang ($r = 0.452$). Overall, this literature review confirms that the role of parents, through attention and the application of appropriate parenting, is a significant determinant factor in the discipline of elementary school students. Therefore, attention to the dynamics of the role of parents is a strategic aspect in efforts to improve the quality of basic education, especially in shaping disciplinary character from an early age.

3. Method

This study employed an ex-post facto design with a quantitative approach. The ex-post facto method was chosen to analyse the relationship between variables without manipulating the independent variable, as the data used represent events that have already occurred. The research purpose was to determine the relationship between parental attention (the independent variable) and student discipline (the dependent variable). A quantitative approach was chosen because the data are numerical and can be analysed statistically.

The research population was all 78 fourth—and fifth-grade students at SD Negeri 001 Buluh Cina. Given the relatively small population, this study used a total sampling technique (saturated sampling), thus including all members of the population as respondents. The sample consisted of 25 students from Class IV A, 28 students from Class IV B, and 25 students from Class V.

Data were collected using a closed-ended questionnaire structured based on indicators for each variable. Each item was measured using a five-point Likert scale (1 = Strongly Disagree to 5 = Strongly Agree). This scale allowed the researcher to obtain quantitative data regarding students' perceptions of parental attention and discipline. The questionnaire grid for both variables is presented in Tables 1 and 2.

Table 1. Parental attention questionnaire grid

Variable	Indicators	Number of Items
Parental Attention	Facilitate Learning Activities at Home	4
	Help with Learning Difficulties	4
	Encourage Diligent Learning	4
	Build Good Communication	4
	Support Students to Learn with Friends	4

Table 2. Student discipline questionnaire grid

Variable	Indicators	Number of Items
Student Discipline	Discipline Awareness of Complying with School Rules and Regulations	5
	Discipline Responsibility in Lesson Assignments	5
	Time Management Discipline in Learning	5
	Discipline of Attention to the Learning Process	5

Source: Chandra & Angi (2017)

Before being used in the main study, the questionnaire instrument was tested for validity and reliability on 25 sixth-grade students. The validity test results using the Pearson correlation technique showed that all statement items for both variables had a calculated r value greater than the table r (0.396). For the parental attention questionnaire, the calculated r values ranged from 0.397 to 0.579, while for the student discipline questionnaire, the calculated r values ranged from 0.416 to 0.595. Thus, all items were declared valid.

Additionally, reliability testing was conducted using Cronbach's Alpha formula with the help of IBM SPSS Statistics software. The test results showed that the parent attention questionnaire had a reliability value of $\alpha = 0.831$, while the student discipline questionnaire had a value of $\alpha = 0.813$. Both values were greater than 0.60, so it can be concluded that the instruments had a high level of internal consistency and were deemed reliable. A summary of the validity and reliability test results can be seen in Tables 4, 5, and 6.

Before administering the questionnaires, the researcher explained the purpose, benefits, and procedures of the study to the students and school officials. Since the respondents were children, informed consent or written permission to participate was first obtained from the parents. The entire research process was conducted in accordance with research ethics principles, such as confidentiality of identity and freedom of participation.

Prior to the primary analysis, the data were first tested for normality and homogeneity. The results of the normality test indicated that the data were not normally distributed, so the subsequent analysis did not use linear regression, but rather a Spearman's Rank correlation test to determine the relationship between parental attention and student discipline. Furthermore, the coefficient of determination (R^2) was calculated to determine the extent of parental attention's contribution to student discipline.

4. Results

Based on the research results, the researcher presents a more specific and detailed explanation of the data that has been obtained. The research process begins with the design of research instruments. The research sample consisted of 78 students. Before the questionnaire was distributed, the validity and reliability tests were carried out on the questionnaire

instruments for variable X (parental attention) and variable Y (student discipline), to ensure that the statement items used in the questionnaire were valid and reliable.

The instrument's validity and reliability test were conducted in class VI A of SD Negeri 001 Buluh Cina, involving 25 students as the test sample. The validity test in this study consists of two types: content validity and construct validity. Content validity aims to assess the suitability of the instrument based on expert expertise. In contrast, construct validity is obtained through field trials to determine the extent to which the instrument measures the intended construct.

The content validity assessment was carried out by an expert lecturer from the Primary School Teacher Education Study Program, FKIP Riau University, who acted as a validator to assess the feasibility of the instrument used.

Table 3. Results of questionnaire validation by experts

Variables	Score	Percentage	Results
Parental Attention	18	90%	Appropriate for Trial Use without Revision
Student Discipline	18	90%	Appropriate for Trial Use without Revision

Based on Table 3 above, it can be concluded that the results of content validation by the expert, namely Mrs E, on the parental attention questionnaire instrument and student discipline show the same score on all items, namely 18 items, with an average percentage of 90%. These results indicate that the instrument is declared suitable for trial use without the need for revision.

After the instrument was deemed feasible based on expert opinion, the next stage was to test its construct validity through trials with students. The questionnaire instrument was considered valid if the Pearson correlation value was greater than the r_{table} value ($r > r_{table}$). In comparison, the statement items were deemed invalid if the correlation value was less than the r_{table} value ($r < r_{table}$). This construct validity test was conducted through a pilot test involving 25 sixth-grade students from Class VI A of SD Negeri 001 Buluh Cina as the sample for the instrument pilot test. The testing was conducted using the Pearson correlation technique. With a sample size of 25 respondents ($N = 25$) and a significance level of 5%, the table r value was 0.396. The test results showed that all statement items in both instruments, namely the parental attention instrument and the student discipline instrument, had calculated r values greater than the table r value; thus, all items were deemed valid. The following table presents the validity test results for both variables.

Table 4. Results of the validity test of the parental attention and student discipline instrument

No.	R_{count} (Parental Attention)	Description	R_{count} (Student Discipline)	Description
1.	0.574	Valid	0.506	Valid
2.	0.490	Valid	0.536	Valid
3.	0.510	Valid	0.437	Valid
4.	0.510	Valid	0.458	Valid
5.	0.468	Valid	0.458	Valid
6.	0.574	Valid	0.448	Valid
7.	0.446	Valid	0.425	Valid
8.	0.579	Valid	0.477	Valid
9.	0.511	Valid	0.470	Valid
10.	0.397	Valid	0.477	Valid
11.	0.518	Valid	0.491	Valid
12.	0.511	Valid	0.477	Valid

1

No.	R _{count} (Parental Attention)	Description	R _{count} (Student Discipline)	Description
13.	0.419	Valid	0.428	Valid
14.	0.511	Valid	0.595	Valid
15.	0.446	Valid	0.425	Valid
16.	0.490	Valid	0.467	Valid
17.	0.490	Valid	0.416	Valid
18.	0.446	Valid	0.477	Valid
19.	0.447	Valid	0.477	Valid
20.	0.416	Valid	0.477	Valid

Based on the results in Table 4, it can be concluded that all items from both instruments meet the validity criteria and are suitable for use in data collection in the main study.

After confirming that the parental attention and student discipline questionnaire instruments have met the validity criteria, the researchers conducted a reliability test using the IBM SPSS Statistics 29.0 for Windows application. Instrument reliability is measured using Cronbach's Alpha formula to determine the internal consistency of each instrument used in the questionnaire.

Table 5. Results of the parental attention instrument reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.831	20

Based on the results of the calculation of the parental attention questionnaire, the coefficient is obtained with a magnitude of $0.831 > 0.06$ from 20 question items, so the parental attention questionnaire instrument can be declared reliable.

Table 6. Results of the student discipline questionnaire reliability test

Reliability Statistics	
Cronbach's Alpha	N of Items
.813	20

Based on the results of the calculation of the student discipline questionnaire, the coefficient is obtained with a magnitude of $0.813 > 0.06$ from 20 question items, so the student discipline questionnaire instrument can be declared reliable.

Table 7. Normality test results of parental attention to student discipline

One-Sample Kolmogorov-Smirnov Test		
		Unstandardised Residual
N		78
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.48496199
Asymp. Sig. (2-tailed) c		.022

Furthermore, after being declared valid and reliable, researchers distributed questionnaires to 78 students at SD Negeri 001 Buluh Cina. In the next stage, researchers conducted a normality

test of the questionnaire's results, which amounted to 20 questions of parental attention and 20 questions of student discipline. The normality test for variable X (parental attention) and variable Y (student discipline) was carried out using the Kolmogorov-Smirnov normality test.

Based on the normality test results presented in Table 7 with the help of the SPSS 29 program, the Asymp. Sig. (2-tailed) value obtained for the unstandardized residuals is 0.022. Since this value is smaller than 0.05, it indicates that the data are not normally distributed. Therefore, the assumption of normality in linear regression is not fulfilled, and the subsequent analysis employs a non-parametric test, namely the Spearman rank correlation, which does not require the normality assumption. The hypothesis testing is performed with the help of SPSS version 29 for Windows, using a significance level of 0.05.

Table 8. Correlation test results

Correlations			Parental Attention	Student Discipline
Spearman's rho	Parental Attention	Correlation Coefficient	1.000	.516**
		Sig. (2-tailed)	.	.000
		N	78	78
	Parental Attention	Correlation Coefficient	.516**	1.000
		Sig. (2-tailed)	.000	.
		N	78	78

Based on Table 8 above, the correlation coefficient value between parental attention and student discipline is 0.516 with a significance level of 0.000 (<0.05). This indicates a significant positive relationship with a moderate correlation level between the two variables. In other words, the higher the parental attention, the higher the student discipline. Because the significance value is less than 0.05, H_0 is rejected and H_a is accepted. This means that there is a significant positive relationship between parental attention (X) and student discipline (Y) among the respondents.

Table 9. Results of the coefficient of determination (R^2) test

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.544 ^a	.296	.286	3.508

Based on the results of the coefficient of determination test in Table 9, an R value of 0.544 is obtained, indicating a positive relationship with moderate strength between parental attention and student discipline. The R Square value of 0.296 means that parental attention contributes 29.6% to the variation in student discipline. Meanwhile, the remaining 70.4% is influenced by other factors not examined in this study. Thus, these results strengthen the findings of the previous Spearman correlation test, namely that the higher the parental attention, the better the level of student discipline in elementary schools.

5. Discussion

The Spearman Rank correlation test yielded a correlation coefficient of 0.516 with a significance level of 0.000 (<0.05). This indicates a positive and significant relationship between

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parental attention and student discipline. This means that the higher the parental attention, the higher the student's level of discipline. This relationship is considered moderate, concluding that parental attention significantly contributes to elementary school students' disciplined behaviour.

Furthermore, the coefficient of determination (R^2) calculation showed a value of 0.296, indicating that parental attention explains approximately 29.6% of the variation in student discipline. In other words, nearly one-third of student discipline is influenced by parental attention, while the remaining 70.4% is influenced by different factors not examined in this study. This finding supports Falah's statement (in Nurhayati & Ain, 2024) that discipline is the result of a habituation process influenced by internal and external factors. Internal factors include individual characteristics such as cognitive and emotional maturity, while external factors include the social environment in which students grow and develop.

In this case, parental attention is categorised as an external factor that has a crucial role. Zamiyenda et al (2022) mentioned that the development of discipline in children is strongly influenced by the quality of children's relationships with the closest adults in their lives. When children feel cared for, valued and accompanied, they tend to have better self-regulation, including in terms of obedience to rules. Similar findings were also shown by Alabdulwahab & Alsuwailem (2021), who found that children with parents who are actively involved in education show more regular, controlled, and responsible behaviour. Parental attention in this context is not only limited to physical involvement, such as monitoring learning activities, but also includes emotional and spiritual aspects. Ramadhani & Ain (2024) emphasise that holistic attention, including moral reinforcement, supervision of online activities, modelling behaviour, and emotional support, shapes children's character to be more stable and disciplined in the long run.

This research is also consistent with Bronfenbrenner's Ecological Systems theory, in which the family as a microsystem closest to the individual has a direct role in shaping children's behaviour. The interaction that occurs between parents and children in daily life provides a continuous stimulus, which ultimately forms habit patterns, including in the aspect of discipline. According to Liski et al (2023), consistent attention from parents serves as an external regulation that children slowly internalise into intrinsic discipline.

The research results indicate that parental attention contributes 29.6% to the formation of student discipline. This means that around 70.4% of other variables outside of parental attention also influence the level of student discipline. This finding indicates that the formation of discipline is not a single process that depends solely on the family, but also involves other significant factors.

One of the most decisive factors is the role of teachers as authoritative figures and role models in the school environment. Teachers not only convey material, but also shape values and behaviour through daily interactions. Teachers who consistently enforce rules and set an example can create a classroom climate that supports the formation of discipline. Additionally, the influence of peers cannot be ignored. The social environment of students, formed through interactions with peers, can either reinforce or weaken disciplinary values, depending on the prevailing group culture.

Another important factor is school culture, which encompasses the values, policies, and daily practices in place at the school. A strong and positive school culture provides a clear framework for students to act in a disciplined manner. Musaddad et al. (2023)'s findings confirm that a supportive school environment, teachers who serve as role models, and a healthy community significantly influence the direction of students' disciplinary behaviour development. This indicates that the development of discipline requires a layered and synergistic approach.

Thus, although parental attention is an essential foundation in the formation of discipline, its effectiveness is much more optimal if it is synergised with the roles of schools and communities. Schools as formal institutions need to take the initiative to build a collaborative space between parents and teachers. Some alternative programs that can be developed include parent classes, parent-teacher communication forums, and strengthening the role of school committees. This is essential so that parental attention is not limited to the home but is also integrated into the formal educational process carried out by the school. A study by Setiawan & Firdaus (2021) even shows that schools that establish strategic partnerships with parents can significantly improve student discipline and academic performance.

However, this study has limitations that must be acknowledged. The research focus was solely on parental attention without exploring the contributions of other factors that also influence student discipline comprehensively. Additionally, the study was conducted at a single school with a limited sample size, so generalising the results to a broader context requires caution. Therefore, further research is recommended to develop a more comprehensive model that considers teacher involvement, peer influence, and school culture. Additionally, a mixed-methods approach could be used to delve deeper into the qualitative dimensions of student disciplinary behaviour.

6. Conclusion and Implications

Based on the research results and data analysis, it can be concluded that there is a significant relationship between parental attention and the discipline of fourth and fifth-grade students at SD Negeri 001 Buluh Cina. The Spearman Rank correlation test showed a coefficient of 0.516 with a significance level of 0.000 (<0.05), indicating a positive relationship in the moderate category. This means that the higher the parental attention, the higher the student's level of discipline. The coefficient of determination (R^2) calculation of 0.296 revealed that parental attention contributed 29.6% to the variation in student discipline, while other factors outside this study influenced the remaining 70.4%. This finding confirms that parental attention is an essential factor, although not the sole determinant, in shaping student discipline.

Practically, this study's results emphasise the need for more structured parental involvement in children's education. Efforts can be made through parenting programs, parent classes, or intensive communication forums between schools and families. By building participatory and sustainable partnerships, parenting patterns at home can synergise with coaching at school, thereby forming students' disciplined character more comprehensively and sustainably.

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