

Relationship parent support and peer with student learning discipline

Lulu Retno Wulandari^{*1}, Neviyarni S², Mudjiran Mudjiran³

¹Universitas Negeri Padang, ²Universitas Negeri Padang, Universitas Negeri Padang³

*¹Corresponding author, ✉e-mail: wulanzaihara12@gmail.com

Abstract

Any student who has been learning discipline will be able to steer itself and control the behavior. Parent support not only provides the school facility, but can help to learn and solve problems together. Peer support has an important role in the establishment of norms for better or worse against the students have regularity in learning. The purpose of this study was, 1) to describe the parent support, peer support, and learning discipline, 2) examine the relationship of parent support with the learning discipline, 3) examine the relationship peer support with the learning discipline, and 4) examine the relationship of parent support and peer with the learning discipline. This study used a descriptive correlation quantitative method. The samples in this study of 192 people, selected by proportional stratified random sampling technique. Data were analyzed using descriptive statistics, simple regression, and multiple regressions.

Keywords: Parent Support, Peer Support, Learning Discipline

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Introduction

Any student who has been learning discipline will be able to steer itself and control the behavior of learning. Learning discipline shows values in the form of obedience, regularity, and order of the vision and mission of education to be achieved. Learning discipline included in factors affecting learning activities, a student is in school and home, because according to Hanafiah & Suhana (2012) one of the factors affecting the success of a student is learning discipline.

Learning discipline aims to help to change a child became more organized, and a variety of habits can be well controlled, and can be further improved by learning. As noted by Mudany, Sirengo, Rutherford, Mwangi, Nganga, & Gichangi (2013) the purpose learning discipline to assist children in control learning attitude, as well as the life and habit become irregular. In addition, Anderson, Funk, Elliott, & Smith (2003) suggested that parent support and a positive pressure will develop children's experiences in life.

Parent support is given when students will learn to grow from good study learning discipline. Papalia, Olds & Feldman (2009) explains that teenagers feel secure with strong ties and full support from a parent, allow and encourage their efforts to achieve self-reliance, as well as providing facilities that support. Parent support not only provides a learning facility, but help to learn and solve the problem together. Acharya & Joshi (2011) suggested that parent support could enhance problem-solving abilities in learning and can negotiate in the academic environment.

Learning discipline is also influenced by peer support, because in school many children are interacting with peer. In adolescence, children spend time with friends at school. As stated by Furrer, Skinner & Pitzer (2014) that when the student gets support from the peer, they will train communications, can resolve conflicts, and establish academic goals and appropriate conduct. A child can respect and appreciate the friend, while peer support had a positive influence on its development. Liu (2006) suggests that students receive support not only from a parent, but from peer too. In the school environment, first develop a sense of socializing with friends who have the same age. What has been directed by the parent at the time at home could evolve or change depending formed in the school environment.

Based on the above problems, that the learning discipline is very important in achieving objectives in learning activities. If learning discipline is applied to better learn and become habituation raised a good learning attitude in students. Researchers will design a guideline that connects between parent support and peers with student learning discipline of Vocational High School Agriculture 2 Tugumulyo Musi Rawas South Sumatra.

Method

This study used a quantitative approach with descriptive correlation. The sample is students of Vocational High School Agriculture 2 Tugumulyo class X, XI, and XII were enrolled in the academic year 2016/2017 were 192 students sampling using *Proportional stratified random sampling* technique.

The parent support, peer and learning discipline instrument used Likert scale. Yusuf (2013) suggests reliability is the consistency or stability score of a research instrument against the same individual and given at different times. Reliability tested results of parent support at 0.886, peer support at 0.896, and learning discipline at 0.877. The validity of the results overall for the number of items of parent support as many as 31 items, peer support as many as 31 items, and learning discipline as many as 30 items. To determine the relationship of independent variables and the dependent variable was analyzed by simple linear regression and multiple regression. Assisted data analysis using SPSS version 18.00.

Results and Discussions

Data in the research include parent support variables (X^1), peer support (X^2) and learning discipline (Y). Here is a description of the research data.

Parent Support (X^1)

Description of data parent support totaling 192 respondents shows that parents support Vocational High School Agricultural 2 Tugumulyo are in the higher category at 49.5%, and the high category at 41.7%, then in the average category at 8.33%, and the low category at 5.2%. And description can be seen Table 1.

Table 1. Distribution Frequent based Score-Category Parent Support

Interval Score	Categories	Frequent (f)	Percentation (%)
131 – 155	Higher	95	49.5
106 – 130	High	80	41.7
81 – 105	Average	16	8.33
56 – 80	Low	1	0.52
26 – 55	Lower	0	0
Total		192	100

Peer Support (X^2)

Description of data peers support totaling 192 respondents shows that peer support student of Vocational High School Agricultural 2 Tugumulyo are in the higher category was 44.3%, the high category was equal to 43.2%, then in the average category was 11.5%, and the low category was 1%. And description can be seen Table 2.

Table 2. Distribution Frequent based Score Category Peer Support

Interval Score	Categories	Frequent (f)	Percontation (%)
131 - 155	Higher	85	44.3
106 - 130	High	83	43.2
81 - 105	Average	22	11.5
56 - 80	Low	2	1.0
26 - 55	Lower	0	0
Total		192	100

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Learning Discipline (X³)

Description of the data learning discipline totaling 192 respondents shows that the learning discipline in Vocational High School Agricultural 2 Tugumulyo are in the average category at 50%, most of the other students were in the higher at 35%, then the high category at 13% and in the low category at 2.6%. And description can be seen Table 3.

Table 3. Distribution Frequent based Score Category Learning Discipline

Interval Score	Categories	Frequent (f)	Percontation (%)
127 - 150	Higher	67	35
103 - 126	High	24	13
102 - 79	Average	96	50
78 - 55	Low	5	2
30 - 54	Lower	0	0
Total		192	100

Test requirements analysis performed on the data of this study is the test of normality, linearity test, and a test multicollinearity. The test of normality based on the results of data, that third normally distributed variables. The test of linearity based on the result of data, that relationship parent support with learning discipline is said to be linear with linear term $0.000 < 0.05$. Furthermore, the relationship peers support with learning discipline data otherwise linear with linear term $0.000 < 0.05$. The test of multicollinearity based on these results can conclude that don't happen multicollinearity between the variables of parent support with peer support.

Data in the research include parent support variables (X₁), peer support (X₂), and learning discipline (Y). Here is ahypothesis of the research data.

Relationship Parent Support with Learning Discipline

The analysis results of relationship parent support with student learning discipline as it can be seen that the R-value of 0.570, which showed the regression coefficients between parent support with learning discipline. R-square (R²) of 0.325, this means that 32.5% of the variation in the learning discipline can be explained by parent support, while the remaining 67.5% is explained by other variables.

Relationship Peer Support with Learning Discipline

The analysis results of relationship peer support with student learning discipline as it can be seen that the R-value of 0.553, which showed the regression coefficients between peer support with learning discipline. R-square (R²) of 0.306, this means 30.6% of the variation in the learning discipline can be explained by peer support, while the remaining 69.4% is explained by other variables.

Relationships Parent Support and Peer with Learning Discipline

The analysis results of relationship parent support and peer with student learning discipline seen that the R-value of 0.659, which showed multiple regression coefficients between parent support and peer with the learning discipline. R-Square (R²) of 0.434, meaning 43.4% of the various learning discipline can be explained jointly by the parent support and peer with learning discipline while the remaining 59.6% is explained by other variables.

In the discussion, data in the research include parent support variables (X₁), peer support (X₂), and learning discipline (Y).

Parent Support

The results of data analysis showed that the overall average parent support is in the highest category. This means that the parent support has a learning discipline has been good. In the study, Trivette & Dunst (2014) suggested that parent support was the initial support of relief and needs of the child. Parent support is needed for the improvement of learning in children. Parents not only provide facilities for the children, but need such as advice, a caring attitude, take the time to assist in learning and full attention to a child. This is supported by research Rianti & Rahardjo (2014) who argued that students have a high parent support it would be able to behave in a positive and responsible as a student. In addition, students can guide, direct, and regulate the behavior to form learning discipline. Students can to arrange a regular study habit so life more effectively. In this research, the achievement of eight indicators is the process of parent support for learning discipline.

Peer Support

The results of data analysis showed that the overall average peer support students have known nine indicators of peer support at the high category. In the study Mead, Hilton & Curtin (2003) suggested that peer support can help develop skills in reducing discomfort when developing the dynamics of relationships with friends. Peer support will help to understand the various situations to feel the comfort and tolerance. This is supported by research Cowie & Wallace (2000), the peer support provided with rewards such as praise, invites to behave well in obeying the rules, and help when experiencing difficulties in learning. This condition implies that the peer support must be developed and improved in many positive things for students.

Learning Discipline

The results of data analysis showed that the overall average learning discipline in the high category. In the study Bager-Elsborg (2017) suggests that in improving the learning discipline not only knowledge, but also their communication, emotional responses, and understanding of their discipline experience. Students who have studied with good discipline will result in higher learning outcomes than students who have low learning discipline. Based on preliminary information obtained from teachers known that there is a study conducted student indiscipline. However, based on the results of research conducted by the researchers, Data obtained learning discipline included in the high category. It can happen, because at the time of the initial information given teachers are viewed by some students only. While the research conducted by researchers saw overall student learning discipline with sample of 192 students. Based on the above, it is understood that discipline is very necessary to learn the various levels of education, from primary school to the university level. That's why a counselor seeks to develop the learning discipline. In a study conducted Samiawan (in Ifnaldi, 2014), a student has learned that good discipline is student who has schedules the task of the teacher and understands the lessons and motivation to learn at school and at home.

Relationship Parent Support with Learning Discipline

The results showed that parent support is a significant positive associated with the learning discipline. The discovery was based on a series of data analysis showed that the association of parent support with learning discipline by 32.5%. This means that parent support is one of the factors that contribute to the learning discipline. Parent support can influence their children with emotional encouragement to come to a place of learning. Research conducted by Dennis, Phinney, & Chuateco (2005), parent support means the type of communication to help a person feels about the situation and were able to control the situation. The results also reinforced by Rogers (2011), the learning discipline that is used by teachers in several kinds of exercises learning, so it can be more positive and productive learning. Support level to be effective in influencing the parent to learn the learning discipline. That is, the high learning discipline can be seen from how the parent provides support to the student. In this case, the parent is the main support for continuing education because they are the largest donor in the overall educational process. This will affect developing and improving the learning discipline.

In the research Ventura & Miller (2005), many parents, especially single parents who work all day so the lack of time to keep an eye on the children in the study. A child needs the support of parents to learn regularity able to run well. This is reinforced by research Tan, Ismanto & Babakal (2013), parent support is characterized namely: care, warmth, approval and positive feelings towards the child's parents. This means

that a child will have to learn a good order if it has the support of parents is also positive. Based on the description of the relationship of parent support with learning discipline, developing and improving learning discipline, must first developing and improving parent support.

Relationship Peer Support with Learning Discipline

The results showed that peer support is a significant positive associated with learning discipline. The discovery was based on a series of data analysis showed that the peer support relationship with the discipline learned by 30.6%. That is, peer support is one of the factors related to the learning discipline. This research can be understood that the higher peer support, the higher learning discipline. This means that the peer support determines the level of learning discipline. Support obtained teenager from the peer in providing information related to efforts to establish identity, but it can also provide feedback on what teenager do in the group and social environments, and provide the opportunity to test in various roles to resolve the crisis of identity formation optimal. It is proposed by Santrock (2004), peers who like to impose and the conflict will hamper the development. Peer support required in developing a child's social life to be skilled and able to understand and choose the more positive thing.

Peer support influence learning discipline. That is, the high learning discipline can be seen from how the peer support. Therefore, the level of peer support in both the giving and receiving of aid is based on certain principles such as shared responsibility and help each other among friends influence in developing and improving the discipline of learning in students. Based on the description of the peer support for the learning discipline, to developing and improving learning discipline, it first has to develop and improving peer support.

Relationship Parent Support and Peer with Learning Discipline

The results showed that the parent support and peer together positively associated significantly with the learning discipline. The discovery was made based on sequence analysis of the data that the regression coefficient of 0.659. The coefficient of determination (R-square) parent support and peer support with learning discipline is equal to 0.434. That is, the relationship variables parent support and peer support together with learning discipline learned by 43.4%, while the remaining 56.6% is explained by other variables not examined in this study. It is revealed that with relationship parent support and peer together have a significant positive with learning discipline.

In a study conducted by Nura'eni (2015), parent support is necessary to succeed child, because children feel valued and cared for by a parent. It was also disclosed in the parent support research give the contribution to learning discipline, meaning that in the effort to developing the relationship for parent support. This is reinforced by research from Tarmidi & Ade (2010), the parent support is an important social support system in adolescence, compared with other social support system and associated with a student's academic success. It is also expressed in the research Grusec, Danyliuk, Kil & O'Neil (2013), parent support affect the student who has a learning discipline. parent support gives the contribution to learning discipline, meaning that in the effort to develop the learning discipline for parent support. In a study conducted Satria (2009) and Hurlock (2002), peer support to improve learning discipline in different ways: a relationship of mutual understanding and respective issue, give advice, and sympathy, which can not be obtained from the parent. Based on the description of the relationship of parent support and peer with learning discipline, the level of parent support and peer to developing and improving learning discipline.

Conclusions

Based on the findings and discussion of research results that relationship parent support and peer with the learning discipline. In general, parent support at the high category, this means good support from parents have a role such as providing a good compliment spirit and prizes when students succeed in learning, take the time and watched as the learning activities undertaken by students. In general, peer support at the high category, this means good support from peers have roles such as providing a positive spirit, reprimand if done wrong, and take the time and watched as learning activities conducted both individually and in groups. In general learning discipline at the high category, this means that students are able to have regularity in learning and being able to comply with existing regulations at school and at

home well, forming a schedule of learning activities, and completing the tasks assigned by the teacher on time.

There is a significant positive relationship between parent support with student learning discipline. That is, the higher parent support, the higher student learning discipline. This means that students who receive support from either parent of emotional, esteem, high instrumental able to improve student learning discipline. In terms of getting positive reinforcement verbal and non-verbal, provide facilities and purposes in learning to students, giving attention and advice to students, and considering the students in learning activities. There is a significant positive relationship between the peer support with student learning discipline. That is, the higher peer support, the higher student learning discipline. This means that students who get support from peer either of emotional, esteem, high instrumental able to improve learning discipline. In terms of giving positive reinforcement verbal and non-verbal, able to provide solutions when the students have difficulties in learning, provide information and advice on learning and student care. There is a significant positive relationship between parent support and peer support together with the student learning discipline. That is, the high-low learning discipline students learn not only associated with one variable, but related together with the support of parent and peer support. In other words, the higher parent support and peer support, the higher learning discipline. This means that students who get support from parent and peer support either of emotional, esteem, high instrumental able to improving student learning discipline.

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