

The Parenting of Single Parents in Forming Discipline for Ibtidaiyah Madrasah Students

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Abstract

This article is motivated by student discipline records that show promising results. This disciplinary background cannot be separated from how single parents educate students in the family. This condition is certainly not in line with the theory of student discipline, where students with good discipline come from families that are intact and compact in educating their children. This article aims to find out and describe the Single Parent Parenting Pattern in Shaping the Discipline of MI Darussalam Pacet Mojokerto Students and the Causes of Single Parenting Patterns in Shaping the Discipline of MI Darussalam Students Pacet Mojokerto. This article has used a qualitative type with a case study approach centered on one well-disciplined student with divorced parents. The results of this study are 1) Parenting applied by single parents to students using a combination of authoritarian and authoritative parenting. 2) The causal factors are classified into internal and external.

Kata kunci:

Pola Asuh,
Orang tua Tunggal,
Kedisiplinan anak,

Abstrak

Artikel ini dilatar belakangi oleh catatan kedisiplinan peserta didik yang menunjukkan hasil yang baik. Latar belakang kedisiplinan ini tidak terlepas dari bagaimana orang tua tunggal dalam mendidik peserta didik di keluarga. Hal ini tentu tidak sejalan dengan teori tentang kedisiplinan peserta didik, di mana peserta didik yang berkecenderungan baik berasal dari keluarga yang utuh dan kompak dalam mendidik anaknya. Adapun tujuan artikel ini adalah untuk mengetahui dan mendeskripsikan Pola Asuh Orang Tua Tunggal dalam Membentuk Kedisiplinan Peserta Didik MI Darussalam Pacet Mojokerto dan Faktor penyebab Pola Asuh Orang Tua Tunggal dalam Membentuk Kedisiplinan Peserta Didik MI Darussalam Pacet Mojokerto? Artikel ini telah menggunakan jenis kualitatif dengan pendekatan studi kasus yang berpusat pada satu peserta didik berkecenderungan baik dengan orang tua bercerai. Hasil dari penelitian ini adalah 1) Pola asuh yang diterapkan orang tua tunggal pada peserta didik menggunakan pola asuh kombinasi otoriter dan otoritatif. 2) Faktor penyebab diklasifikasikan menjadi dua yakni internal dan eksternal.

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INTRODUCTION

The high rate of moral degradation causes high challenges in education in educating and directing children toward character perfection. It can be ascertained that if there are no efforts to prevent negative possibilities at this time, students may fall into the flow of globalization.¹ Various measures have been launched so that students have the resilience to face and filter the currents of globalization. Deviations from moral values carried out by students are a form of low self-discipline.² One of the most influential things is the family environment. Therefore, parents become significant subjects in shaping student discipline.³

The concept of education in Indonesia prioritized in the current era is the pattern of character education. One of the values of cultural and character education embodied in the Ministry of National Education is discipline.⁴ Discipline is an attitude that shows orderly behavior and obeys the rules that have been made. The disciplined behavior of students in the family will be seen if they offer an obedient attitude to their parents or other family members, help parents, worship regularly, and study hard. Discipline in society can be shown by throwing garbage in the trash, doing community service, etc.⁵ Discipline has a necessary urgency that affects the developmental tasks of students.⁶ Students will feel safe when the rules have been understood and embedded in themselves because they know which attitudes are recommended and which are prohibited. This Condition is because students already have clear benchmarks so they do not live in doubt.⁷

The internal factors of discipline consist of physical conditions and psychological states.⁸ At the same time, external factors are factors from outside the personal, which include family circumstances and school conditions.⁹ The most important external factor

¹ Matthijs Smakman, Paul Vogt, and Elly A. Konijn, "Moral Considerations on Social Robots in Education: A Multi-Stakeholder Perspective," *Computers & Education* 174 (December 1, 2021): 104317, <https://doi.org/10.1016/j.compedu.2021.104317>; Jagna Nieuważny et al., "Does Change in Ethical Education Influence Core Moral Values? Towards History- and Culture-Aware Morality Model with Application in Automatic Moral Reasoning," *Cognitive Systems Research* 66 (March 1, 2021): 89-99, <https://doi.org/10.1016/j.cogsys.2020.10.011>.

² Carmen Valor, Paolo Antonetti, and Amparo Merino, "The Relationship between Moral Competences and Sustainable Consumption among Higher Education Students," *Journal of Cleaner Production* 248 (March 1, 2020): 119161, <https://doi.org/10.1016/j.jclepro.2019.119161>.

³ Audah Mannan, "Pembinaan Moral Dalam Membentuk Karakter Remaja (studi Kasus Remaja Peminum Tuak Di Kelurahan Suli Kecamatan Suli Kabupaten Luwu)," *Aqidah-Ta: Jurnal Ilmu Aqidah* 3, no. 1 (2017): 59-72, <https://doi.org/10.24252/aqidahta.v3i1.3408>.

⁴ Nur Hidayat, "The Implementation of Character Education Model at Islamic Boarding School of Pabelan, Magelang, Central Java," *Jurnal Pendidikan Islam* 5, no. 2 (December 16, 2016): 431-55, <https://doi.org/10.14421/jpi.2016.52.431-455>.

⁵ Binti Maunah, "Model of Students' Academic and Non-Academic Behaviours in Improving Learning Achievement and Discipline at Nurul 'Ulum Modern Pesantren in Malang," *Jurnal Pendidikan Islam* 5, no. 2 (December 16, 2016): 387-411, <https://doi.org/10.14421/jpi.2016.52.387-411>.

⁶ Pinar Kara et al., "Perception and Readiness for Inter-Professional Education of Health Discipline Students: A Cross-Sectional Study," *Nurse Education Today*, March 19, 2022, 105333, <https://doi.org/10.1016/j.nedt.2022.105333>.

⁷ Jim Obelkevich, Lyndal Roper, and Raphael Samuel, eds., *Disciplines of Faith: Studies in Religion, Politics, and Patriarchy*, History Workshop Series (London; New York: Routledge & Kegan Paul, 1987).

⁸ Kirsten L. Anderson et al., "Executive Function Mediates the Relationship between Conscious Discipline Fidelity and Kindergarten Readiness," *Journal of Applied Developmental Psychology* 79 (March 1, 2022): 101393, <https://doi.org/10.1016/j.appdev.2022.101393>.

⁹ Sylvia Y. C. L. Kwok and Siqi Fang, "A Longitudinal Study of the Impact of Parental Discipline on Wellbeing among Primary School Students in China: The Roles of School Attachment and Growth Mindset," *Child Abuse & Neglect* 124 (February 1, 2022): 105435, <https://doi.org/10.1016/j.chiabu.2021.105435>.

is the family situation. Family is a fraction consisting of husband and wife, father and students, mother and students, or husband and wife and their students.¹⁰ Parents have a significant role in the progress of their children's education. They are mainly providing an educational basis that is very influential in developing children's potential developing creativity and brain performance of students.¹¹ In addition, it must also be a role model for students. Education, coaching, or parenting greatly determines the development of students, especially their character in the future.¹²

Madrasah *Ibtidaiyah* (MI) Darussalam is one of the best private educational institutions in Pacet District, Mojokerto Regency. One aspect seen is the implementation of the curriculum, the completeness of infrastructure, and school programs related to teachers and students. Many programs and school culture are carried out, such as reading the Qur'an and *Asma'ul Husna*¹³ during pre-learning. In addition, there are fruit-eating programs, *dhuha* prayers, and *zuhr* prayers, and there are many extracurricular programs. The school also instills the character of politeness such as greeting when meeting with teachers or other people, hastening to pray when the time comes, being obedient when ordered, and many different character values. This condition resulted in the level of discipline of most students at MI Darussalam included in the category of discipline being quite good, good to very good. It can be concluded that it is sporadic to find children who lack discipline at MI Darussalam Pacet Mojokerto.

In supporting the achievement of good discipline, there needs to be synergy in aspects of school conditions, community conditions, and family conditions.¹⁴ Based on the data description of the state of MI Darussalam, the school itself has made maximum efforts to produce good discipline in students. Likewise, with the community environment that participates in the leading role. However, in the aspect of family circumstances, it turns out that there is one student who has a good personality and discipline but has problems in his family environment. What is meant is YNA, who is a student of class VI B. The interview results show that she has good self-discipline, enthusiasm for learning, awareness in carrying out worship, and attitude in interacting with peers and elders are considered polite. But the family, especially the parents, is the type that has been separated (divorced).

The author encourages us to take the character of discipline based on the case data described above. The important thing that can be behind the domain of students is how to implement parenting patterns at home. The results of previous research studies also say that parents who experience fractures in their household (broken home) will affect the psychology of children, causing delinquency in children.¹⁵ As for the consequences of household rifts, children don't get love, and the division of parenting patterns between

¹⁰ Syaiful Bahri Djamarah, *Pola komunikasi orang tua dan anak dalam keluarga (sebuah perspektif pendidikan Islam)* (Rineka Cipta, 2004).

¹¹ Sinta Maulida Hapsari, Sugito Sugito, and Puji Yanti Fauziah, "Parent's Involvement in Early Childhood Education during the Covid-19 Pandemic Period," *Jurnal Pendidikan Progresif* 10, no. 2 (2020): 298–311.

¹² Novrinda Novrinda, Nina Kurniah, and Yulidesni Yulidesni, "Peran Orangtua Dalam Pendidikan Anak Usia Dini Ditinjau Dari Latar Belakang Pendidikan," *Jurnal Ilmiah Potensia* 2, no. 1 (2017): 39–46, <https://doi.org/10.33369/jip.2.1.39-46>.

¹³ Asmaul Husna are the best and most beautiful names of Allah

¹⁴ Sutapa Dutta, *Disciplined Subjects: Schooling in Colonial Bengal* (Abingdon, Oxon; New York, NY: Routledge, 2021).

¹⁵ Mizanul Hasanah and Muhammad Anas Maarif, "Solusi Pendidikan Agama Islam Mengatasi Kenakalan Remaja Pada Keluarga Broken Home," *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah* 4, no. 1 (May 23, 2021): 39–49, <https://doi.org/10.54069/attadrib.v4i1.130>.

fathers and mothers confuses students in determining decisions and actions in their lives.¹⁶ As a result, the child becomes difficult to control. The lack of maximizing the role of the family in nurturing students can result in cases of violations of the rights or delinquency of students.¹⁷ The fact is that when families, especially parents, do not optimize the role of parenting, this will increase the relationship with an increase in cases of violations of children's rights, matters of juvenile delinquency, narcotics cases, free sex, including cigarettes.¹⁸

Based on previous research, there is a significant relationship between parenting and discipline. The quality of parenting will be directly proportional to a domain and vice versa. The research subjects studied were parents who had domestic failures (divorce) but had children with a good level of discipline. Therefore, the author wants to describe how parenting is applied to child discipline at MI Darussalam Pacet Mojokerto.

RESEARCH METHOD

This section describes when the experiment has been performing. The researcher explains the experimental design, equipment, data collection methods, and types of control [the core content of this research method is more or less the same as in the thesis and dissertation, but the summary is not as complete as in the thesis and dissertation]. If the experiment is carried out in the field, the writer describes the research area, location, and also describes the work carried out.

The general rule to remember is that this section should be detailed and precise so that the reader has the necessary knowledge and techniques for publication. The sequence is a type of research, reasons for taking at the location, data sources and informants, data collection techniques, data analysis, and checking the validity of the data carried out. Finally, the focus of the research is almost the same as in the introduction of the research objectives, but in this research, the method is more specific.

The research location is at the home of YNA students, located in RT 02 RW 02, Pacet Ledok Village, Pacet District, Mojokerto, East Java. The location is also around the Pacet Roundabout, which is the heart of the Pacet District itself. In this study, the parents of the students, Ms. MDA, were the main research subjects.

MDA is YNA's parent, a class VI B student at MI Darussalam Pacet Mojokerto. MDA is 42 years old and divorced. MDA comes from Malang. His last education was DIII majoring in Marketing Management. In connection with meeting the needs, in 2016, special tutoring was opened for students from Kindergarten to SD/MI. Classes are open every day except Sunday. The tutoring method used by MDA mothers is like the

¹⁶ Fitri Oviyanti, Hasse Jubba, and Zuhdiyah Zuhdiyah, "Disharmony of Parents and Children in an Online Learning during the Covid-19 Pandemic in Indonesia," *Nadwa: Jurnal Pendidikan Islam* 15, no. 2 (December 31, 2021): 149–68, <https://doi.org/10.21580/nw.2021.15.2.9643>; Xiang Zhou and Zoe E. Taylor, "Differentiating the Impact of Family and Friend Social Support for Single Mothers on Parenting and Internalizing Symptoms," *Journal of Affective Disorders Reports* 8 (April 1, 2022): 100319, <https://doi.org/10.1016/j.jadr.2022.100319>.

¹⁷ Sicheng Wang and Yanfeng Xu, "Transit Use for Single-Parent Households: Evidence from Maryland," *Transportation Research Interdisciplinary Perspectives* 8 (November 1, 2020): 100223, <https://doi.org/10.1016/j.trip.2020.100223>.

¹⁸ Mina Quchani, Fatemeh Haji Arbabi, and Nushin Sabur Smaeili, "A Comparison of the Effectiveness of Clark and ACT Parenting Training on Improving the Emotional-Behavioral Problems of the Child with Divorced Single Mothers," *Learning and Motivation* 76 (November 1, 2021): 101759, <https://doi.org/10.1016/j.lmot.2021.101759>; Minna Sunikka-Blank and Ray Galvin, "Single Parents in Cold Homes in Europe: How Intersecting Personal and National Characteristics Drive up the Numbers of These Vulnerable Households," *Energy Policy* 150 (March 1, 2021): 112134, <https://doi.org/10.1016/j.enpol.2021.112134>.

mother's method when teaching her child to learn. YNA's age at the time of her parent's divorce was two years, to be exact, in 2010. At the time of the divorce in 2010, YNA and her sister were raised by MDA.

RESULT AND DISCUSSION

Result

Single Parent Parenting in Forming Discipline

The way to instill an obedient effect in YNA is to make one of the parents a phlegmatic figure. If a father does not allow YNA to do certain things, YNA cannot do that. The following interview supports this: "As for his father, he is very obedient. If dad says no, he will obey. For example, if he wants to watch bull, yes. His father doesn't like it, so he can't." Discipline is closely related to obedience. When an obedient or obedient element is contained in carrying out the rules, disciplinary behavior will be awakened in students.

Parents strictly forbid association with the opposite sex. This condition cannot be separated from the identity of religious parents, who must maintain the boundaries of the relationship between women and men. The attitude of prudence and firmness in dealing with these problems makes parents tend to be authoritarian and impose their will, and students must obey them. Baumrind categorizes it as an authoritarian parenting pattern characterized by parental treatment that restricts children and requires children to follow specific rules. Usually, parents are oriented to punishment if students deviate.¹⁹

Supervision by parents can have positive as well as negative impacts. The positive is taking preventive action if it is known that there are actions of students that parents do not desire.²⁰ In contrast, the negative impact can cause pressure and flexibility for students in carrying out their daily activities. Parents play their role as regulators of students' lives. Everything must be at the behest and will of parents.²¹

Fear can trigger avoidance of anything close to or related to that fear. For example, when afraid of supernatural creatures such as jinn, children try to avoid things related to jinn. Parents suggest that when you are with the opposite sex, there will always be a genie accompanying you. YNA, afraid of supernatural beings, tries to avoid the jinn and automatically avoids socializing with the opposite sex. Djamarah in Sunarty also revealed that education by raising fear or *tarhib*²² is one of the effective ways of family upbringing.²³

Providing Reinforcement in Discipline

Giving rewards is very important in supporting student learning discipline, such as diligently doing assignments and going to school. Giving appreciation in the form of praise will encourage students to be even more enthusiastic in carrying out various

¹⁹ Diana Baumrind, "Child Care Practices Antecedent Three Patterns of Preschool Behavior," *Genetic Psychology Monographs* 75, no. 1 (1967): 43–88.

²⁰ Stephanie Taplin et al., "Parents' Supervised Contact Visits with Their Children in Care: Factors Associated with Cancellations," *Children and Youth Services Review* 127 (August 1, 2021): 106127, <https://doi.org/10.1016/j.chilcyouth.2021.106127>.

²¹ Mark S. Horswill et al., "Learner Drivers (and Their Parent-Supervisors) Benefit from an Online Hazard Perception Course Incorporating Evidence-Based Training Strategies and Extensive Crash Footage," *Accident Analysis & Prevention* 161 (October 1, 2021): 106340, <https://doi.org/10.1016/j.aap.2021.106340>.

²² Reward (*tarhib* is Arabic language)

²³ Kustiah Sunarty, "Hubungan Pola Asuh Orangtua Dan Kemandirian Anak," *Journal of Educational Science and Technology (EST)* 2, no. 3 (December 29, 2016): 152–60, <https://doi.org/10.26858/est.v2i3.3214>.

positive activities. Students need these words of praise even though what they are doing has not worked well. Mulyasa As the following interview results.²⁴

"The father often gives gifts to his children. Suppose the child does what is prescribed. Sometimes it is not only a gift. Punishment will also be given if the child does not obey, but it is an educational punishment."

When children are diligent in doing assignments, going to school, and producing exemplary learning achievements, a disciplined attitude in students will be formed. As explained by A.S Moenir that studying diligently and being active in completing the assigned tasks is a form of attitude discipline.²⁵

Directly admonishing an act of error or mistake can provide clear boundaries for good and bad actions. Students are taught to understand what is allowed and what is inappropriate. Thus, there is no confusion for students in deciding future actions. In the future, students will know how to behave properly when dealing with peers, younger to older people. In line with this, A.S Moenir revealed that one form of attitude discipline is to behave pleasantly when dealing with other people. Therefore, it can be said that a direct reprimand can foster student discipline in attitude.²⁶

Parents' inconsistency can make him lose his authority in front of students. For example, parents do not allow it when students ask for something from their parents. Then because it was not allowed, the students began to cry until their wishes were fulfilled. Parents who did not want their children to cry anymore finally granted their child's request. An example of this case is a wrong solution made by parents. MDA is not classified, and the type of parent is like this example.

Consistency can be interpreted as the level of similarity and consistency. Rules, sanctions, and rewards make students not confused about what they expect. Students who are given consistent care tend to be more mature in their self-discipline than children who are not given consistent, disciplined education. A pattern that is carried out repeatedly to carry out the agreed decisions will become a habit for children.

In line with the theory of Ivan Pavlov, who is a well-known behaviorist, everything that happens consistently will form a habit or reflex even though there are no more commands or stimuli in it. In this case, when implementing the agreed rules consistently, the habituation of the character of the disciplined rules is carried out.²⁷

There is an MDA statement if there is a bad score because it is possible that students are not interested or really can't in these subjects. Parents understand that students are not perfect figures who must be able to do everything. There are no complex demands regarding learning achievement. With this authoritative style, students are not pressured, so they can focus on maximizing their strengths and potential.

Baumrind also revealed that in directing students, they must look at the interests and talents of students, accept students' abilities as they are, and make standardizations to be achieved in the future. The direction that pays attention to this interest will trigger students always to behave orderly and disciplined while still respecting the child's abilities.²⁸

²⁴ E Mulyasa, *Manajemen PAUD* (Jakarta: Remaja Rosdakarya, 2014).

²⁵ F. Ródenas et al., "Education and Training for Parents Today, Discipline and Wellbeing for Children Tomorrow," *Procedia - Social and Behavioral Sciences*, 5th World Conference on Educational Sciences, 116 (February 21, 2014): 2248–51, <https://doi.org/10.1016/j.sbspro.2014.01.553>.

²⁶ A. S. Moenir, *Manajemen pelayanan umum di Indonesia* (Bumi Aksara, 2010), 96.

²⁷ Sean MacBlain, *Learning Theories for Early Years Practice* (SAGE, 2021).

²⁸ Baumrind, "Child Care Practices Anteceding Three Patterns of Preschool Behavior," 255.

Discussion with Children and Open-Minded

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MDA always conducts family discussions with students. In discussions, there is always a brainstorming between discussion members, in this case, parents and students. This condition trains a democratic way of life and mindset. Students are free to express opinions but do not forget that the meeting controller and the final decision maker are parents. This action aligns with what Baumrind said that democratic parenting is problem-oriented and makes family discussions a forum for explaining the discipline that will be agreed upon.

The approach taken with family discussions can form self-discipline in students. This action results in a good reception from students because they listen to the opinions and commitment of students to carry out the rules or agreements. In this way, parents will be able to guide and direct students to understand and apply high discipline.³⁰

The involvement of students in making rules refers to a traditional parenting pattern in which democratic traits are closely attached. This condition is in line with what Syamsu Yusuf said parents who do authoritative parenting always encourage students to unite opinions, are responsive to students' needs, and provide explanations about the good and bad impacts related to the opinions or aspirations submitted.³¹

In addition, MDA requires students to follow all the rules unless students provide an acceptable reason. This action is classified as authoritative because it can place students to provide reasonable reasons for carrying out the rules set by parents. Therefore, the discipline formed is the result of the construction of logical reasons that involve students.³²

Baumrind argues that parents who educate using this parenting style will direct students to act rationally and oriented to the subject matter. Parents motivate students to always listen to the opinions of others and dare to express opinions. Before making a policy, parents also ask students' opinions and use strict supervision in enforcing discipline.³³

The strong emphasis on laziness in children is trying to be removed by carrying out sanctions ranging from reprimands to severe sanctions that have a deterrent effect. The actions taken are positive things. Educating students in an authoritarian way that uses

²⁹ Baumrind, 255.

³⁰ S. Zadeh, T. Freeman, and S. Golombok, "Quality of Parenting, Mother and Child Wellbeing and 'Daddy Talk' in Single Parent Families Formed through the Use of Donor Insemination," *Fertility and Sterility*, Scientific Program Supplement: Oral and Poster Session Abstracts, 104, no. 3, Supplement (September 1, 2015): e40-41, <https://doi.org/10.1016/j.fertnstert.2015.07.124>.

³¹ Syamsu Yusuf, *Psikologi perkembangan anak & remaja* (Remaja Rosdakarya, 2000), 46.

³² Siti Rohimah, Ari Sofia, and Susanthi Pradini, "Hubungan Pola Asuh Otoritatif Terhadap Kemandirian Anak Usia 5-6 Tahun," *Jurnal Pendidikan Anak* 5, no. 1 (July 31, 2019), <http://jurnal.fkip.unila.ac.id/index.php/PAUD/article/view/18973>.

³³ Baumrind, "Child Care Practices Antecedent Three Patterns of Preschool Behavior," 43.

punishment to strengthen obedience will encourage unpleasant emotions in the child. A democratic way of educating supports the creation of positive and pleasant emotions. The following table presents a description of the parenting style of parents.

Table 1. Model of parenting (single parent) in shaping the discipline of children.

Single parent parenting model	Description and characteristics
Authoritarian	There is control over every student's actions even though it is not direct
	Making a wish that gives rise to an attitude of obedience
	Do not want students to be lazy to learn (demand)
Authoritative	Very limiting the association of students, especially with the opposite sex
	Require students to follow all rules unless students give acceptable reasons
	Does not require students to get good grades (there is an explanation because maybe the child is not interested or really can't)
	See the importance first when students ask for something.
	Always carry out family discussions
Give appreciation for the results obtained by students	
Basic rules from parents, but accept input from students and change the rules that are not appropriate	

The description of parenting obtained is concluded based on the results of parenting patterns for students informing discipline by applying a combination parenting pattern. This combination of parenting patterns will positively impact student discipline, both physically and psychologically. Here, parents do not always apply authoritative parenting, and sometimes they also justify authoritarian treatment. Parents will forbid their children if they do wrong actions and will allow and appreciate if the children do good actions even though they are not perfect. Carrying out the rules, being punctual in carrying out study and worship routines, and being pleasant when hanging out with others are manifestations of the time discipline and attitude discipline expressed by A.S Mounir.

Factors Affecting Parenting Patterns in Shaping Children's Discipline

MDA is a parental figure who has many traits adapted to students' conditions. MDA will have a regulatory nature when it comes to association with peers. MDA is also the type of loving parent who likes to advise if there are errors in students. Besides that, assertiveness is also inherent in conditions of applying regulations that limit students. Parents must be able to behave as well as possible, get used to speaking politely in front of children, and reprimand children in a good way. The parent always gives students space to express their opinions, all of which will affect the formation of children's discipline because parents are the first and primary teachers in the family. All attitudes

shown will be an example to students. If parents behave in a disciplined manner and familiarize students with discipline, it will be easy for students to behave in this way.

MDA revealed that his mindset is still old-fashioned and straightforward in determining the types of restrictive rules. In this case, it is less flexible than today's parents, who tend to let students do what they like. Besides that, to keep YNA always well-disciplined is to trust in the power of prayer. MDA's mother always prays and reads Al-Fatihah for YNA. MDA also asserts that Allah is Almighty over all things. Parents and teachers only act as a medium in determining the direction of YNA's development. The traditional mindset is different from the contemporary one, which impacts the parenting style of students.

With a D-III education history, the Department of Marketing Management strongly supports maturity in parenting their children. As a result, MDA always thinks not to apply his parents' parenting style to the current one. MDA admits that MDA's parents are very dictatorial and always impose their will on students. And always push YNA to be the best even though it puts a lot of pressure on YNA. MDA doesn't want this kind of parenting to apply to her towards YNA. He realized that this kind of parenting is a wrong parenting pattern and harms the psychology of students.

Based on the description of the findings, it is stated that his home environment has a high level of family feeling. Thus, things like conflict or chaos never happen. In nurturing good students, it must be supported by a good and comfortable environment because it will positively influence the mentality of parents and students.³⁴ In addition, the distance between the house and the mosque is close to making religious behavior consistently applied, such as praying in congregation at the mosque and conducting *ta'lim majlis*. If this is done as a habit, it will form student discipline in terms of discipline in religion marked by praying in congregation, being on time, and diligently conducting regular recitations.

This, reflects that the parenting applied is always based on religion. Always instruct YNA to be disciplined in carrying out religious orders and stay away from prohibitions. The more we see the mosque, the more we will remember our identity as Muslims or Muslim women.

The role of a leader in the family is very substantive and crucial. He should influence the social and emotional conditions of other family members. Generally, the father is the leader in the family environment, while the wife acts like a companion. The nature of leadership is influencing. When parents want students to have good discipline, it can be seen from the way he brings and influences their family members toward the desired goal. In the MDA family, he is the leader. Mother turned out to be a leader. The leadership pattern adopted by MDA is democratic leadership. The reason is that it always gives children the opportunity to take an active role in making decisions. In addition, he always provides direction, guidance, and assistance to students. The decisions made by parents are not based on personal decisions but on deliberation from parents and students.³⁵

³⁴ Novi Cahya Dewi, "Individual Differences in Developmental Psychology Early Childhood Mentality," *Nazhruna: Jurnal Pendidikan Islam* 4, no. 2 (August 18, 2021): 447–59, <https://doi.org/10.31538/nzh.v4i2.1594>; Sara Reinodt et al., "Adolescents' Long-Term Experiences of Manageability, Comprehensibility, and Meaningfulness of a Group-Based Exercise Intervention for Depression," *International Journal of Environmental Research and Public Health* 19, no. 5 (January 2022): 2894, <https://doi.org/10.3390/ijerph19052894>.

³⁵ Djamarah, *Pola komunikasi orang tua dan anak dalam keluarga (sebuah perspektif pendidikan Islam)*, 124.

MDA revealed that she was very concerned about nutrition for her unborn child from the time of her pregnancy and always maintained good behavior. She was instilling the behavior of always reading the Qur'an with the hope that students would be able to read and practice it well. So significant is the mother's influence on the baby she is carrying. This action is because the growth and development of the baby it contains are influenced by the results of the mother's education during pregnancy.³⁶

Reading the Qur'an by MDA while YNA is in the womb can serve as the sole sedative for both MDA and YNA. MDA also always prays full of hope so that her child is always in a reasonable discipline frame and does not become a naughty and unruly person.

Djamarah also revealed that prenatal education is directly proportional to children's level of intelligence quality after birth. A baby in his mother's womb at the age of 4 months, if educated consistently by listening to the verses of the Qur'an from the beginning to the last surah within a certain period, then after the baby is born, he has good intelligence capacity. His grasp of reading the verses of the Qur'an becomes easy and fast. This condition is because he already has a memory map, a kind of cognitive structure, about several verses of the Qur'an that he had heard during his mother's womb. So, what the mother listens to will affect the postnatal intelligence capacity.³⁷

Parent's Profession as a Tutor

Tutors can be regarded as teachers who guide students in a non-formal institution. In this profession, MDA always guides the children under his guidance. Through this profession, students and parents always carry out daily tutoring in overcoming problems in learning and children's tasks at school. So that parental control of students regarding learning and doing assignments can be monitored properly.

In addition, being a tutor allows parents to create an atmosphere of learning with their children every day. This condition is supported by affixing knowledge such as division operations, prayers, pictures of heroes, and daily guidance so that students can love learning activities. Thus, the learning discipline of students can be formed and become a habit.³⁸ The factors that influence parents in shaping the character of discipline are described in the following table:

Table 2. Classification of Parenting Factors

	Parents Characters
Internal Factors	Parents' mindset
	Leadership pattern
	Local culture
	Surrounding environment
External Factors	The synergy between parents, madrasas, and TPQ
	Prenatal education
	Parent's Profession

³⁶ Sufyan Abid Dogra et al., "Delivering a Childhood Obesity Prevention Intervention Using Islamic Religious Settings in the UK: What Is Most Important to the Stakeholders?," *Preventive Medicine Reports* 22 (June 1, 2021): 101387, <https://doi.org/10.1016/j.pmedr.2021.101387>.

³⁷ Djamarah, *Pola komunikasi orang tua dan anak dalam keluarga (sebuah perspektif pendidikan Islam)*, 240.

³⁸ Dinok Sudiami, "Internalization of Social Value Based on Character Education Strengthening through Scouting Extracurricular Activities in Public Junior High School 1 Batang," *Journal of Educational Social Studies* 8, no. 1 (2019): 9, <https://doi.org/10.15294>.

CONCLUSION

The parenting style applied by single parents to their children is a combination of authoritarian and authoritative parenting. Parents will act severely concerning their child's association with strict supervision. In addition, being demanding of children is related to eliminating negative traits such as laziness. Apart from being authoritarian, there is also an authoritative parenting style. This parenting pattern is characterized by parents always carrying out family discussions, involving children in decision-making, listening to children's aspirations, and starting to loosen rules when children are used to the pattern of disciplinary rules. The driving factor for parenting in shaping student discipline is the character of parents who are firm with the rules and are always consistent in their application to children. There is cooperation between parents, TPQ, and MI Darussalam informing discipline. The level of parental education supports their maturity in thinking as parents. The pattern of leadership that raises respect and obedience from students. Education that starts from prenatal will affect the physical and mental development of students and the surrounding environment that is comfortable and has a religious nuance. His profession as a tutor and Javanese culture is inherent so the values of discipline already have a strong foundation.

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