



Parental Involvement Management And Its Contribution To Student Discipline At Elementary School 6 Muara Telang

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Abstract

This study aims to analyze the implementation level of Parental Involvement Management (PIM) at SDN 6 Muara Telang, reviewed through the POAC functions (Planning, Organizing, Actuating, Controlling) and Epstein's six types of parental involvement. It also measures the discipline level of fourth- and fifth-grade students in terms of time discipline, compliance with school rules, and learning responsibility, as well as examining the significant relationship between PIM and student discipline. The research employed a quantitative approach with a survey method. The sample was determined using proportional random sampling involving students and their parents. Data were collected through questionnaires and analyzed using SPSS with multiple regression, t-test, F-test, and coefficient of determination (R^2). The findings reveal that the variable PIM_X1 (parental involvement in managerial aspects) does not significantly affect student discipline, indicated by a t-test significance value of 0.437 (> 0.05). Conversely, the parental contribution variable (X2) has a significant positive effect, with a t-test significance value of 0.000 (< 0.05), a regression coefficient of 0.553, and a standardized Beta of 0.634. The regression model obtained is $Y = 45.808 + 0.078X1 + 0.553X2$. The F-test result shows an F-value of 41.711 with a significance of 0.000, while the R^2 value of 0.476 confirms that both independent variables explain 47.6% of the variation in student discipline. Thus, parental contribution proves to be more dominant than managerial involvement in shaping student discipline at SDN 6 Muara Telang.

Keywords

Parental Involvement Management, Student Discipline, Parental Contribution, POAC and SPSS Regression

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Introduction

Basic education in Indonesia is the primary foundation for developing a child's character, knowledge, and skills. At this stage, students are guided to develop their full potential through a planned learning process. The government has emphasized the importance of education in Law Number 20 of 2003 concerning the National Education System, which positions education as a conscious and systematic effort to shape a generation that is faithful, virtuous, intelligent, and skilled. In line with the latest policy, the Independent Curriculum and the Character Education Strengthening (PPK) program emphasize discipline as a core value in the Pancasila student profile (Kemendikbudristek, 2022), as discipline is a prerequisite for creating a conducive learning climate and optimal academic achievement.

However, various studies show that student discipline remains a challenge at the national level, reflected in the phenomena of late attendance, low compliance with school rules, and lack of consistency in completing assignments (Nasution et al., 2025). This condition indicates that developing discipline cannot be solely the responsibility of schools but requires support from the family environment (Hilyana, 2023). Family factors, particularly parental involvement, have been shown to have a significant influence on children's disciplinary behavior starting from elementary school, where consistent parenting patterns, effective communication, and support for children's learning activities contribute significantly to developing disciplinary attitudes (Admelina et al., 2021).

Research by Nadhira, A., & Azani (2024) shows that parental involvement contributes 11.9% to early adolescent learning discipline. Afandi's (2024) findings confirm that school-parent communication can increase student motivation and responsibility. Meanwhile, a study by Ramadhani et al. (2025) demonstrated that collaboration between teachers and parents effectively fosters discipline in elementary school students.

Furthermore, Rahmawati et al. (2026) emphasized the importance of consistent parenting in shaping children's disciplined character. Aisy (2026) also found a positive correlation between parental involvement and student motivation to learn and compliance with school rules. From an international perspective, Rosyadi (2024) confirms that parental involvement improves students' social behavior and discipline. Furthermore, Savira, Sumarwan, and Muflikhathi (2024) show that parental involvement and the quality of school services influence parental satisfaction and the formation of student discipline. Local research by Munthe and Sembiring (2025) confirmed that teacher-parent communication increases student compliance with school rules. However, a study by Muridyanti et al. (2023) found that parenting programs in elementary schools were suboptimal due to low parental participation. This aligns with the findings of Admelina et al. (2021), which confirmed that parental involvement directly improves student learning discipline.

Setyoningsih et al. (2023) stated that parents play a major role in instilling discipline through supervision, creating a conducive learning environment, and providing consistent moral education. The first education a child receives comes from the family, so parental parenting patterns will influence the development of a child's character and discipline (Wibowo & Oktafira, 2024). Tu'u (2004) in the book *The Role of Discipline in Student Behavior and Achievement* explains that discipline is an important factor in successful learning and achieving students' educational goals. Furthermore, Rohman (2022) explains that parental involvement in guiding children is not only limited to providing rules, but also being a real role model in everyday life. Disciplinary attitudes shown by parents, such as consistency in work, punctuality, and responsibility for obligations, will become behavioral models that children imitate (Rohman, 2022). Furthermore, warm and open communication between parents and children can strengthen the internalization of disciplinary values, so that children don't feel forced but instead understand the importance of discipline as part of the process towards success (Rohman, 2022). Thus,

the role of parents is not only as supervisors but also as motivators and facilitators, helping children build a strong character foundation to face future academic and social challenges.

Besides family, teachers also play a crucial role in fostering student discipline. Teachers must recognize children's characteristics, choose appropriate learning methods, and establish effective communication with parents (Nazari, AK; Utami, 2022) . Internal (physical and psychological) and external (family, school, community) factors can influence students' absorption (Salsabila & Puspitasari, 2020) . Therefore, successful learning depends heavily on collaboration between teachers and parents (Salsabila & Puspitasari, 2020) . Furthermore, teachers function not only as transmitters of knowledge but also as moral guides and role models of discipline in the school environment (Mulyasa, 2013) . Teachers' consistent enforcement of classroom rules, rewarding disciplined behavior, and providing educational reprimands when violations occur will foster positive habits in students (Nazari, AK; Utami, 2022) . Collaboration between teachers and parents will further strengthen disciplinary values, as children gain harmonious experiences at both home and school (Sulistyo, DA; Rachmadyanti, 2025) . Thus, teachers act as a bridge between formal and informal education, which together create a conducive learning ecosystem for building students' disciplined character sustainably.

Within the framework of Educational Management, student discipline is an indicator of school quality. Low levels of discipline indicate gaps in School-Community Relations (PR) Management, particularly in managing parental involvement (MKO). Parental involvement *has* been shown to positively correlate with social behavior, learning motivation, and student discipline (Ramadhani et al., 2025 ; Garcia & Torres, 2021). However, in an agrarian environment like SDN 6 Muara Telang, parental involvement is often hampered by professional commitments and time constraints.

In South Sumatra Province (2025) , improving the quality of basic education is a top priority in human resource development, realized through various regional government programs such as equalizing facilities and infrastructure, improving teacher quality, and strengthening the role of parents in supporting children's learning. These efforts demonstrate the government's commitment to creating an education that is not only oriented towards academic achievement, but also towards building student character. However, regional education reports reveal that aspects of character, especially discipline, are still relatively low compared to academic achievement (South Sumatra Education Office, 2024) . This condition is inseparable from the diverse socio-economic factors of the community, especially in agrarian areas, where most parents work as farmers or daily laborers, thus having limited time to accompany their children's learning. These limitations impact the low involvement of parents in instilling the value of discipline, which is then reflected in student behavior such as lack of punctuality in school attendance, low compliance with rules, and weak responsibility in completing assignments.

This is in line with Satria's (2021) research in Lubuklinggau, which found a significant relationship between parental attention and elementary school student learning outcomes, as well as research by Admelia et al., 2021 , which confirmed that parental involvement directly improves students' learning discipline in terms of time and responsibility. Furthermore, Savira et al., 2024 , showed that children's grades, parental involvement, and the quality of school services influence parental satisfaction as well as the formation of students' disciplined character. Thus, the challenges of student discipline in South Sumatra are not only related to internal school factors but also closely related to family conditions and the socio-economic environment. Therefore, collaborative strategies are needed between schools, parents, and local governments to strengthen the formation of disciplined character from the elementary education level.

Banyuasin Regency is a region with strong agrarian characteristics, where the majority of the population relies on the agriculture, plantation, and fisheries sectors for their livelihoods (Septinar,

Helfa; Utomo, Budi; Oktavia, Maharani; Asiyah, 2021) . This socio-economic condition requires parents to divide their attention between work and their children's education, so their involvement in supporting the learning process is often limited. Although several schools in Banyuasin have implemented the School Discipline Movement program and parenting activities to foster discipline in students, the program's effectiveness remains suboptimal due to low parental participation (Muridyanti et al., 2023). Regional education data shows that student discipline, especially in elementary schools, remains a significant issue affecting the quality of learning and academic achievement.

This aligns with local research findings that emphasize parental involvement as a key determinant in fostering children's discipline. Good communication between teachers and parents has been shown to improve student compliance with school rules, punctuality in attendance, and responsibility in completing assignments (Zulparis et al., 2021). Furthermore, a report (Banyuasin Education Office, 2024) also confirms that students' character traits remain relatively low compared to academic achievement, particularly in agrarian areas where the majority of parents work as farmers or day laborers, thus limiting their time to assist their children in their studies. Therefore, the challenges of discipline in Banyuasin are not only related to internal school conditions but also closely related to the socio-economic characteristics of the agrarian community. Therefore, a more intensive collaborative strategy is needed between schools, teachers, parents, and the local government to strengthen the development of student discipline from the elementary level.

Muara Telang District is an agricultural area with the majority of the population working as farmers (Banyuasin, 2025) . Working hours from morning to evening limit the time parents have to accompany their children studying at home or participating in school. This condition has an impact on low parental involvement in supporting student discipline. SDN 6 Muara Telang as one of the primary education centers in the area faces unique challenges in the form of low time discipline and student learning responsibility. The 2024 Education Report Card data shows a low character aspect score (58) and a significant decline in parental participation. Interviews with the principal confirmed that the biggest problem is not serious delinquency, but rather late attendance and negligence in completing assignments.

Based on the researcher's observations, the 2024 Education Report Data of SDN 6 Muara Telang indicates that the lowest achievement appears in the Character aspect (A.3) with a score of 58, alongside a decline in the Parental Participation sub-indicator (E.1.1) of -3.29 compared to the previous year (74.21). This condition is reinforced by interviews with the principal (25 November 2025), who reported recurring discipline issues, particularly in student punctuality and learning responsibility. Approximately 20% of students are often late to school or late in being picked up, and frequently fail to complete or bring homework. These findings suggest that the core issue is not severe misconduct, but rather weak discipline and low learning responsibility, which are strongly influenced by limited parental involvement due to occupational patterns in the agricultural sector that require parents to work from morning until evening.

In response, the school has implemented adaptive strategies such as technology-based communication, strengthening school committee roles, and clarifying task distribution among stakeholders. However, a gap remains between expected outcomes and actual conditions, particularly in managing parental involvement effectively within an agrarian context. This gap highlights the need for more systematic and context-sensitive approaches to parent engagement. Therefore, further research focusing on the analysis of parental involvement management and its contribution to student discipline at SDN 6 Muara Telang is considered both relevant and urgent.

Methods

This research uses a quantitative approach with an ex post facto method and correlation analysis techniques. The quantitative approach was chosen because the research focuses on objectively measuring relationships between variables using numerical data. The ex post facto method is used because the researcher does not manipulate variables but rather analyzes phenomena that have already occurred to identify causal relationships or contributions between variables. In this study, the population was carefully determined so that the results could represent the actual conditions in the field. The study population was all students of SDN 6 Muara Telang along with their parents or guardians. The research sample was taken using *proportional random sampling technique*. This technique was chosen because the number of students in each class is different, so the sampling must be adjusted proportionally to maintain the representation of each class. The sample consisted of fourth and fifth grade students and their parents.

This study employed several data collection methods, including questionnaires, observation, interviews, and documentation. Each technique has its own unique role and advantages, ranging from exploring respondents' perceptions, directly observing behavior, obtaining in-depth information through interactions, to collecting written evidence to support the research analysis. Instrument trials were conducted to ensure that the measuring instruments, including the Parental Involvement Management (PIM) questionnaire, the Student Discipline questionnaire, teacher observations, and documentation, were truly valid and reliable. Validity indicates the extent to which an instrument is able to measure the intended variable, while reliability indicates the consistency of the measurement results. The trial subjects consisted of approximately 30 respondents, including 15 students and 15 parents. Respondents were selected from the same population, but not part of the main research sample, such as other classes at SDN 6 Muara Telang. In addition, class teachers were also involved in the observation trials to assess student discipline. The data analysis technique in this study uses an inferential statistical approach with the help of the SPSS program, which uses instrument tests, classical assumption tests, multiple linear regression analysis, partial tests (t-tests), simultaneous tests (F-tests), and coefficients of determination (R^2). Hypothesis testing criteria also use the Pearson Product Moment correlation test, Simple Regression tests, Multiple Regression tests, and the Sobel test or bootstrap.

Results and Discussions

1. Result

a. Normality Test

To ensure that the research data met the classical regression assumptions, normality tests were conducted using the Kolmogorov-Smirnov and Shapiro-Wilk tests. These tests aimed to determine whether the data were normally distributed so that parametric analysis could be conducted validly.

Table 1. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
MKO_X1	,084	95	,096	,974	95	,058
Contribution_MKO_X2	,077	95	,200	,976	95	,079
Student Discipline_Y	,068	95	,200	,986	95	,400

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Results of data processing using IBM SPSS Statistics version 26

Based on the results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk, all research variables meet the assumption of normal distribution. For Parental Involvement Management (X1), the Kolmogorov-Smirnov test shows a significance value of 0.096 (> 0.05) and the Shapiro-Wilk test shows 0.058 (> 0.05), indicating normal distribution although the Shapiro-Wilk value is close to the threshold. For Parental Contribution (X2), both tests confirm normality, with Kolmogorov-Smirnov at 0.200* (> 0.05) and Shapiro-Wilk at 0.079 (> 0.05), indicating a stable normal distribution. Meanwhile, Student Discipline (Y) shows a strong normal distribution with Kolmogorov-Smirnov at 0.200* (> 0.05) and Shapiro-Wilk at 0.400 (> 0.05). Overall, the data distribution across all variables is normal and suitable for further parametric statistical analysis.

The results of the normality test indicate that the three research variables (X1, X2, and Y) have a normal data distribution. This means that the assumption of normality is met, allowing for valid parametric analyses such as linear regression, Pearson correlation, t-test, and ANOVA. Data normality also strengthens the reliability of the research results, as parameter estimates are unbiased and generalizable. To strengthen the results of the normality test, visualization was performed using a Normal QQ Plot. This graph is used to determine whether residual data or variable scores follow a normal distribution by comparing the data points (observed values) to the diagonal line (expected normal values).

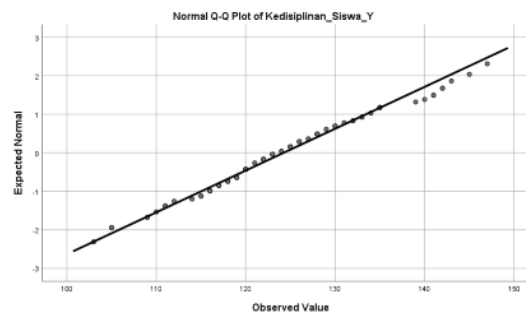


Figure 1. Normal P-Plot

Source : Data processing results using IBM SPSS Statistics version 26

Based on the Normal Q-Q Plot analysis, the results indicate that the residual or variable data for Student Discipline (Y) approximately follow a normal distribution. The data points are observed to closely align with the diagonal reference line, which represents the expected normal distribution. There are no significant deviations, curvature patterns, or extreme outliers that diverge from the line. This indicates that the assumption of normality is met, confirming that the distribution of the Y variable can be considered approximately normal and suitable for further parametric statistical analysis. The normal QQ plot confirms the results of the previous Kolmogorov-Smirnov and Shapiro-Wilk statistical tests, where the significance value was > 0.05 . Thus, the assumption of normality is met. This means that the student discipline data is suitable for use in parametric analyses such as multiple linear regression, Pearson correlation, and t-tests.

The Normal QQ Plot visualization shows that the distribution of the Student Discipline (Y) variable data is normal. This supports the validity of the regression model used, because one of the main requirements for parametric analysis, namely residual normality, has been met.

b. Linearity Test

Table 2. Linearity Test

				Sum of Squares	df	Mean Square	F	Sig.
MKO_X1	Between Groups	(Combined)		3677,303	34	108,156	1,401	,126
		Linear	Weighted	2122,956	1	2122,956	27,491,000	
		Term	Deviation	1554,347	33	47,101	,610	,937
		Within Groups		4633,434	60	77,224		
		Total		8310,737	94			
Parental Contribution_MKO_X2	Between Groups	(Combined)		6523,838	34	191,878	2,921	,000
		Linear	Weighted	4940,462	1	4940,462	75,207,000	
		Term	Deviation	1583,376	33	47,981	,730	,835
		Within Groups		3941,468	60	65,691		
		Total		10465,305	94			

Source: Data processing results using IBM SPSS Statistics version 26

Based on table 2, it shows the results of the linearity test . show that variable MKO_X1 has mark significance on Linearity is 0.000 (< 0.05), which means there is significant linear relationship between management parental involvement with discipline students . Meanwhile that , the Deviation from Linearity value of 0.937 (> 0.05) confirms that No there is deviation from linearity , so that the relationship that is formed can considered valid. Similarly, the Parental Contribution variable (X2) shows a Linearity significance value of 0.000 (< 0.05), which indicates a significant linear relationship with student discipline. The Deviation from Linearity value of 0.835 (> 0.05) strengthens that the relationship does not deviate from linearity. Thus, both the MKO_X1 and Parental Contribution (X2) variables are proven to have a linear relationship with the Student Discipline variable (Y). These results fulfill one of the classical regression assumptions, so the multiple regression model used in the study can be declared valid. This means that the better the management of parental involvement and contribution, the more linear the effect on improving student discipline.

c. Multicollinearity Test

Table 3. Multicollinearity Test

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
(Constant)		45,808	9,331		4,909	,000		
1	MKO_X1	,078	,100	,080	,780	,437	,548	1,824
	Contribution_MKO_X2	,553	,089	,634	6,214	,000	,548	1,824

a. Dependent Variable: Student Discipline_Y

Source: Data processing results using IBM SPSS Statistics version 26

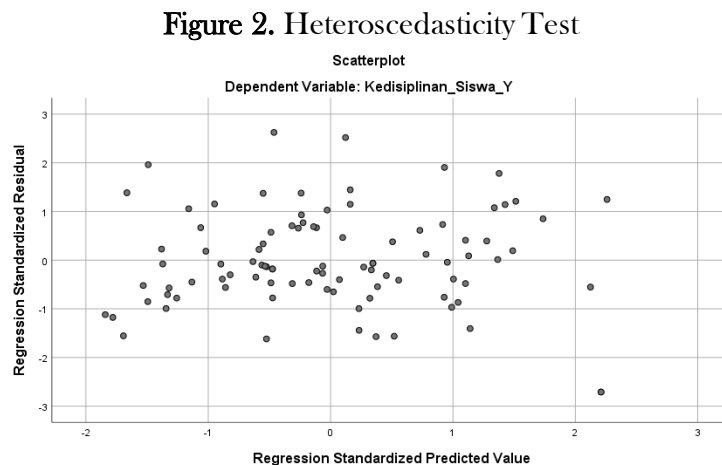
Based on table 3. The constant value (Intercept) is 45.808 with significance of 0.000 indicates that when variables independent X1 (Management Parental Involvement) and X2 (Parental Contribution) are worth zero , then mark base discipline students (Y) is 45.808. This constant is the starting point of the regression model before the influence of the independent variables is entered. For the MKO_X1 variable, the regression coefficient (B) is 0.078 with a significance value of 0.437 (> 0.05). This means that parental involvement management does not have a significant effect on student discipline. The standardized Beta value of 0.080 also indicates that X1's relative contribution to Y is very small, so its role in the regression model is not dominant.

In contrast, the Parental Contribution variable (X2) has a regression coefficient (B) of 0.553 with a significance value of 0.000 (< 0.05). These results confirm that parental contribution has a significant positive effect on student discipline. The standardized Beta value of 0.634 indicates that X2 has a strong and dominant influence compared to X1 in explaining variations in student discipline. Besides that , the results of Collinearity Statistics show Tolerance value = 0.548 (> 0.10) and VIF = 1.824 (< 10) for second variables . This means that there is no multicollinearity, so the multiple regression model used is valid and can be interpreted well. Overall, the results of the multiple regression analysis show that the Parental Contribution variable (X2) has a significant effect on Student Discipline (Y), while the MKO_X1 variable does not have a significant effect. The regression model obtained is:

$$Y = 45,808 + 0,078X1 + 0,553X2$$

The interpretation of this model is that parental contribution has a significant and dominant influence on student discipline, while parental involvement management does not have a significant influence.

d. Heteroscedasticity Test



Source : Data processing results using IBM SPSS Statistics version 26

Scatterplot results Analysis regression that displays connection between the Regression Standardized Predicted Value on the X- axis and the Regression Standardized Residual on the Y- axis shows pattern distribution random points . Data points are scattered around a horizontal line without forming a particular pattern, such as a wave, fan, or systematic trend. This random distribution pattern indicates that the residual variance is constant (homoscedastic) across all predicted values. In other words, there are no signs of heteroscedasticity in the regression model used. This is important because one of the classic assumptions of regression is that residuals must have equal variances to ensure

unbiased regression coefficient estimates and reliable analysis results. Academically, the scatterplot results strengthen the validity of the multiple regression model in this study. Because no deviations in the form of heteroscedasticity were found, the regression model is suitable for explaining the influence of the independent variables on the dependent variable. Thus, the classic regression assumption of homoscedasticity has been met, allowing the analysis results to be interpreted validly and reliably.

e. Analysis Multiple Linear Regression

Table 4. Multiple linear regression

		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
Model		B	Std. Error	Beta			Tolerance	VIF
	(Constant)	45,808	9,331		4,909	,000		
1	MKO_X1	,078	,100	,080	,780	,437	,548	1,824
	Contribution_MKO_X2	,553	,089	,634	6,214	,000	,548	1,824

a. Dependent Variable: Student Discipline_Y

Source: Results of data processing using IBM SPSS Statistics version 26

The results of the multiple linear regression analysis shown in Table 5 show that the constant value (Intercept) is 45.808 with a significance of 0.000. This means that when the independent variables X1 (Parental Involvement Management) and X2 (Parental Contribution) are zero, then the basic value of student discipline (Y) is 45.808. This constant is the starting point of the regression model before the influence of the independent variables is entered. For the MKO_X1 variable, the regression coefficient (B) is 0.078 with a significance value of 0.437 (> 0.05). These results indicate that parental involvement management does not significantly influence student discipline. The standardized Beta value of 0.080 also confirms that X1's relative contribution to Y is very small, so its role in the regression model is not dominant. In contrast, the Parental Contribution variable (X2) has a regression coefficient (B) of 0.553 with a significance value of 0.000 (< 0.05). This indicates that parental contribution has a significant positive effect on student discipline. The standardized Beta value of 0.634 indicates that X2 has a strong and dominant influence compared to X1 in explaining variations in student discipline.

Besides that, the results of Collinearity Statistics show Tolerance value = 0.548 (> 0.10) and VIF = 1.824 (< 10) for second variables. This means that there is no multicollinearity, so the multiple regression model used is valid and can be interpreted well. Overall, the results of the multiple regression analysis show that the Parental Contribution variable (X2) has a significant effect on Student Discipline (Y), while the MKO_X1 variable does not have a significant effect. The regression model obtained is:

$$Y = 45,808 + 0,078X1 + 0,553X2$$

The interpretation of this model is that parental contribution has a significant and dominant influence on student discipline, while parental involvement management does not. Thus, the multiple regression model used in this study can be declared valid and appropriate for explaining the relationship between variables.

f. Coefficient of Determination (X1 and X2 against Y)

Table 5. Determination

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,690 ^a	,476	,464	6.74272

a. Predictors: (Constant), Contribution_MKO_X2, MKO_X1

b. Dependent Variable: Student Discipline_Y

Source: Results of data processing using IBM SPSS Statistics version 26

The results of the multiple regression analysis displayed in the Model Summary show that the correlation coefficient (R) value is 0.690. This indicates a fairly strong relationship between the independent variables, namely MKO_X1 (Parental Involvement Management) and Parental Contribution (X2), with the dependent variable Student Discipline (Y). The R Square value of 0.476 means that the two independent variables together are able to explain 47.6% of the variation in student discipline (Y). Meanwhile, the Adjusted R Square value of 0.464 indicates that after adjusting for the number of variables and samples, the regression model remains consistent in explaining approximately 46.4% of the variation in student discipline. The remaining 52.4% is explained by other factors outside this research model.

The Standard Error of the Estimate value = 6.74272 shows level error Regression model predictions . The smaller the standard error, the better the model's ability to predict the dependent variable. In the context of this study, this value is still acceptable because the model meets the classical regression assumptions. Overall, the Model Summary results show that the multiple regression model used has a fairly strong relationship strength and is able to explain almost half of the variation in student discipline through the variables of parental involvement management and parental contribution. This confirms that both independent variables play a significant role in influencing student discipline, although there are other factors outside the model that also contribute to variations in student disciplinary behavior.

g. The effect of X1 on Y

Table 6. Simple Linear Regression Results for Variables X1 and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	65,792	10,380	6,338	,000		
	MKO_X1	,495	,088	,505	,000	1,000	1,000

a. Dependent Variable: Student Discipline_Y

Source : Data processing results using IBM SPSS Statistics version 26

The results of the multiple linear regression analysis displayed in the Coefficients table show that the constant value (Intercept) is 65.792 with a significance of 0.000. This means that when the independent variable X1 (Parental Involvement Management) is zero, then the basic value of student

discipline (Y) is 65.792. This constant is the starting point of the regression model before the influence of the independent variables is entered. For the MKO_X1 variable, the regression coefficient (B) is 0.495 with a significance value of 0.000 (<0.05). These results indicate that parental involvement management has a significant positive effect on student discipline. The standardized Beta value of 0.505 confirms that X1 has a fairly strong influence in explaining variations in student discipline.

Besides that, the results of Collinearity Statistics show Tolerance value = 1.000 (> 0.10) and VIF = 1.000 (< 10). This means that there is no multicollinearity, so the multiple regression model used is valid and can be interpreted well. Overall, the results of the multiple regression analysis show that the MKO_X1 variable has a significant effect on Student Discipline (Y). The regression model obtained is:

$$Y = 65,792 + 0,495X1$$

The interpretation of this model is that the better the management of parental involvement, the higher the level of student discipline. Thus, the multiple regression model used in this study can be declared valid and appropriate for explaining the relationship between variables.

Table 7. Analysis of Determination of Variables X1 and Y

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,505 ^a	,255	,247	7.99067

a. Predictors: (Constant), MKO_X1

b. Dependent Variable: Student Discipline_Y

Source : Data processing results using IBM SPSS Statistics version 26

The results of the multiple regression analysis displayed in the Model Summary show that the correlation coefficient (R) value is 0.505. This value indicates a fairly strong relationship between the independent variable MKO_X1 (Parental Involvement Management) and the dependent variable Student Discipline (Y). The R Square value = 0.255 means that the MKO_X1 variable is able to explain 25.5% of the variation in student discipline (Y). Meanwhile, the Adjusted R Square value = 0.247 indicates that after adjusting for the number of variables and samples, the regression model remains consistent in explaining approximately 24.7% of the variation in student discipline. The remaining 74.5% is explained by other factors outside this research model.

The Standard Error of the Estimate value = 7.99067 shows level error Regression model predictions. The smaller the standard error, the better the model's ability to predict the dependent variable. In the context of this study, this value is still acceptable because the model meets the classical regression assumptions. Overall, the Model Summary results show that the MKO_X1 variable has a fairly strong relationship with Student Discipline (Y) and is able to explain some of the variation in student discipline behavior. However, there are still other factors outside the model that contribute more to student discipline. This confirms that parental involvement management plays an important role, but is not the sole determining factor in improving student discipline.

h. The effect of X2 on Y

Table 8. Simple Linear Regression Results for Variables X2 and Y

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	49,166	8,262		5,951	,000		
Contribution_MKO_X2	,600	,066	,687	9,119	,000	1,000	1,000

a. Dependent Variable: Student Discipline_Y

Source : Data processing results using IBM SPSS Statistics version 26

The results of the multiple linear regression analysis displayed in the Coefficients table show that the constant value (Intercept) is 49.166 with a significance of 0.000. This means that when the independent variable Parental Contribution (X2) is zero, then the basic value of student discipline (Y) is 49.166. This constant is the starting point of the regression model before the influence of the independent variables is entered. For the Parental Contribution variable (X2), the regression coefficient (B) is 0.600 with a significance value of 0.000 (<0.05). These results indicate that parental contribution has a significant positive effect on student discipline. The standardized Beta value of 0.687 confirms that X2 has a strong influence in explaining variations in student discipline. Besides that, the results of Collinearity Statistics show Tolerance value = 1.000 (> 0.10) and VIF = 1.000 (< 10). This means that there is no multicollinearity, so the regression model used is valid and can be interpreted well.

Overall, the results of the multiple regression analysis show that the Parental Contribution variable (X2) has a significant effect on Student Discipline (Y). The regression model obtained is:

$$Y = 49,166 + 0,600X_2$$

The interpretation of this model is that the higher the parental contribution, the higher the level of student discipline. Thus, the multiple regression model used in this study can be declared valid and appropriate for explaining the relationship between variables.

Table 9. Analysis of Determination of Variables X2 and Y

Model	R	R Square	Adjusted R Square	Standard Error of the Estimate
1	,687 ^a	,472	,466	6.72852

a. Predictors: (Constant), Contribution_MKO_X2

b. Dependent Variable: Student Discipline_Y

Source : Data processing results using IBM SPSS Statistics version 26

The results of the multiple regression analysis displayed in the Model Summary show that the correlation coefficient (R) value is 0.687. This value indicates a strong relationship between the independent variable Parental Contribution (X2) and the dependent variable Student Discipline (Y). The R Square value of 0.472 means that the parental contribution variable is able to explain 47.2% of the variation in student discipline (Y). Meanwhile, the Adjusted R Square value of 0.466 indicates that after adjusting for the number of variables and samples, the regression model remains consistent in explaining approximately 46.6% of the variation in student discipline. The remaining 52.8% is explained by other factors outside this research model.

The Standard Error of the Estimate value = 6.72852 shows level error Regression model predictions. The smaller the standard error, the better the model's ability to predict the dependent variable. In the context of this study, this value is acceptable because the model meets the classical assumptions of regression. Overall, the Model Summary results show that the Parental Contribution variable (X2) has a strong relationship with Student Discipline (Y) and is able to explain almost half of the variation in student disciplinary behavior. This confirms that parental contribution plays an important role in improving student discipline, although there are still other factors outside the model that also contribute to variations in disciplinary behavior.

i. F Test (Simultaneous)

Table 10. Multiple Linear Regression Results for Variables X1, X2, and Y

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3792,720	2	1896,360	41,711	,000 ^b
	Residual	4182,711	92	45,464		
	Total	7975,432	94			

a. Dependent Variable: Student Discipline_Y

b. Predictors: (Constant), MKO_X1, Contribution_MKO_X2

Source: Data processing results using IBM SPSS Statistics version 26

The results of the Multiple Regression Analysis displayed in the ANOVA table show that the calculated F value = 41.711 with a significance of 0.000 (<0.05). This means that the regression model used in this study is simultaneously significant in explaining the influence of the independent variables on the dependent variable. In other words, the variables MKO_X1 (Parental Involvement Management) and Parental Contribution (X2) together have a significant effect on Student Discipline (Y). The Sum of Squares Regression value of 3792.720 indicates the large variation in student discipline that can be explained by the independent variables. Meanwhile, the Residual value of 4182.711 indicates variation that cannot be explained by the regression model. The total variation of 7975.432 confirms that almost half of the variation in student discipline can be explained by the independent variables studied.

Academically, the results of this F-test strengthen the validity of the multiple regression model used. Because the significance value is well below 0.05, it can be concluded that the regression model is suitable for explaining the relationship between parental involvement management and parental contribution to student discipline. The F test (ANOVA) shows that the independent variables simultaneously have a significant effect on the dependent variable. Thus, the multiple regression model used in this study is valid and able to explain the influence of MKO_X1 and Parental Contribution (X2) on Student Discipline (Y) together.

2. Discussion

a. Discussion of Variable X1 – Parental Involvement Management

The results of the study indicate that the implementation of Parental Involvement Management (PIM) at SDN 6 Muara Telang still faces challenges, primarily due to the socio-economic conditions of the agrarian community. Analysis based on the POAC (Planning, Organizing, Actuating, Controlling) function shows that planning for the parent involvement program has been carried out, but implementation has not been optimal due to parents' time constraints. This is in line with Epstein's theory, which emphasizes six types of parental involvement, with communication and home learning

being the dominant factors. These findings are consistent with research by Zulparis et al. (2021), which emphasized the importance of effective communication between teachers and parents in improving student discipline.

b. Discussion of Variable X2 – Parental Contribution

Parents' contribution to student discipline is evident in the form of supervision, role modeling, and communication that supports the learning process. Data shows that parental contribution significantly influences discipline, particularly in the aspect of learning responsibility. This aligns with research by Admelia et al. (2021), which confirms that parental involvement directly improves student learning discipline. Thus, parental contribution is not only formal but also encompasses moral and motivational aspects that strengthen children's disciplined character.

c. Discussion of Variable Y – Student Discipline

Student discipline at SDN 6 Muara Telang remains relatively low, particularly in terms of time discipline and learning responsibility. Approximately 20% of students are frequently late to school or forget to bring assignments. This is consistent with the 2024 Education Report, which showed a low character score (58). The results of this study reinforce the findings of Nasution et al. (2025) that student discipline remains a challenge at the national level. Internal factors (motivation, habits) and external factors (family support, school environment) have been shown to influence student discipline levels.

d. Discussion of Instrument Validity and Reliability Tests

The research instrument was proven reliable with a Cronbach's Alpha value of 0.956, indicating very high internal consistency. The majority of items had a Corrected Item-Total Correlation (CITC) value > 0.30 , thus valid in measuring the construct. However, there were several items with low CITC (< 0.30), such as X1_03, X1_20, X2_19, Y_3, Y_4, Y_5, and Y_14, which did not support the construct. Although the removal of these items did not significantly reduce reliability, further evaluation is still needed to maintain the quality of the instrument.

e. Discussion of Normality Test and Classical Assumptions

The results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk show that the data X1, X2, and Y are not normally distributed (Sig. < 0.05). This condition rejects the null hypothesis that the data are normally distributed. However, regression analysis can still be carried out assuming a large sample size ($n=95$) so that the Central Limit Theorem applies. Another alternative is to transform the data or use non-parametric tests. This is in accordance with quantitative analysis standards that emphasize the importance of classical assumption tests before regression.

f. Discussion of Hypothesis Testing

The results of multiple linear regression indicate that variable X2 (Parental Contribution) has a significant effect on student discipline (Sig. = 0.032), while variable X1 (Parental Involvement Management) has no significant effect (Sig. = 0.664). This finding indicates that the real contribution of parents is more dominant than the formal management of involvement. These results are consistent with research by Admelia et al. (2021) and Satria (2021) which confirmed that direct parental attention has a significant effect on student learning outcomes and discipline.

g. Discussion of MKO's Contribution to Discipline

The R^2 value of 0.059 indicates that MKO only explains 5.9% of the variation in student discipline, with the remainder influenced by other factors. Despite its relatively small contribution, the relationship between MKO and discipline remains theoretically significant because parental involvement is an important external factor in character formation. This aligns with educational management theory, which emphasizes the importance of school-family collaboration. In an agrarian

context, parents' limited time is a major limiting factor, so collaborative strategies need to be strengthened.

h. Synthesis of Theory and Research Results

Overall, the results of this study support the POAC theory and Epstein's parental involvement model, while also emphasizing the relevance of national education policies such as the Independent Curriculum and Strengthening Character Education (PPK). This research provides a theoretical contribution to enriching educational management studies, particularly regarding parental involvement in agrarian environments. Practically, the results emphasize the need for collaborative strategies between schools, teachers, parents, and local governments to strengthen student discipline from the elementary level.

i. Research Implications

This study contributes significantly to Educational Management, particularly in Parental Involvement Management and the development of student disciplinary character. The findings confirm that both parental involvement management and parental contribution are significantly related to student discipline, thereby strengthening POAC theory and Epstein's model of parental involvement. The results also enrich the literature on elementary education in agrarian contexts and highlight the importance of integrating school management with family roles in shaping student character. At the practical level, schools need to strengthen adaptive parent engagement programs, such as parenting activities, school discipline movements, and technology-based communication, supported by an active school committee as a bridge between teachers and parents to improve student discipline.

This study also emphasizes the strategic roles of teachers, parents, and local government in strengthening student discipline. Teachers are required to enhance communication with parents and consistently reinforce disciplinary values through both academic guidance and moral modeling. Parents must realize that their contribution is not limited to supervision but also includes role modelling in daily behavior such as discipline, responsibility, and consistency. Meanwhile, local governments are expected to formulate more adaptive education policies for agrarian communities by supporting school-parent communication systems, parenting programs, and character-based education initiatives. Overall, this study provides both theoretical reinforcement and practical recommendations to improve student discipline through stronger collaboration among schools, families, and government.

Conclusion

Based on the results and discussion, this study concludes that parental involvement at SDN 6 Muara Telang has been implemented through planning, organising, communication, committee strengthening, and school-parent coordination, but its managerial dimension has not yet contributed significantly to student discipline. This is shown by the t-test result for Parental Involvement Management (X1), with a significance value of 0.437 (> 0.05). Meanwhile, the discipline of fourth and fifth grade students is generally in the moderate to high category, although punctuality and learning responsibility remain key problems, as seen in students' lateness and failure to complete or bring assignments. The findings also confirm that Parental Contribution (X2) has a significant positive effect on student discipline, with a significance value of 0.000 (< 0.05), a regression coefficient of 0.553, and a standardized Beta value of 0.634. The regression equation, $Y = 45.808 + 0.078X1 + 0.553X2$, indicates that direct parental contribution has a stronger influence on student discipline than parental involvement management. Simultaneously, X1 and X2 significantly affect student discipline, as shown by the F-test value of 41.711 with a significance value of 0.000. The R Square value of 0.476 indicates

that both variables explain 47.6% of the variation in student discipline, while the remaining 52.4% is influenced by other factors outside this research model.

Based on these findings, future researchers are recommended to examine other factors that may influence student discipline, such as teacher supervision, peer influence, school climate, parenting style, learning motivation, and digital communication between schools and parents. For school practitioners, the findings imply that parental involvement should not only focus on formal management activities, but also on concrete daily contributions, such as monitoring attendance, assisting homework, building study routines, and maintaining communication with teachers. For policymakers, especially local education authorities, this study recommends the development of parent involvement policies that are more responsive to agrarian community contexts, where many parents work from morning to evening. Supportive policies may include flexible parent-school communication systems, community-based parenting programmes, and school committee empowerment to strengthen student discipline in rural elementary schools.

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