

DIFFERENCES IN DISCIPLINE CHARACTER BETWEEN STATE AND PRIVATE JUNIOR HIGH SCHOOL STUDENTS: ANALYSIS OF FAMILY AND SCHOOL DISCIPLINE PRACTICES, AND SELF-CONCEPT

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Abstract

Students' indiscipline is shown by not following the rules such as skipping school, arriving late, and littering in their daily lives. The purpose of this study is to analyze the influence of family and school discipline practices, as well as self-concept on the disciplinary character of junior school students. This study used a cross-sectional study design and purposive sampling technique. The total respondents were 150 students from public junior schools, private junior schools, and religious-based private junior schools who live at home with their parents. The results of this study found that family discipline practices were in the high category, school discipline practices and discipline character were in the medium category, while self-concept was in the low category. PLS analysis shows that family ($\beta=0,305$; $t>1,96$) and school ($\beta=0,372$; $t>1,96$) discipline practices directly affect self-concept and disciplinary character through self-concept is influenced by family discipline practices ($\beta=0,159$; $t>1,96$) and school discipline practices ($\beta=0,193$; $t>1,96$). The results of path analysis show that there is a significant influence of family and school discipline practices through self-concept ($\beta=0,519$; $t>1,96$) on the disciplinary character of junior high school students. Through this research, it is expected that parents at home and teachers at school optimize self-concept so that student discipline can increase.

Keywords: discipline character, family discipline practice, junior high school, school discipline practice, self concept

PERBEDAAN KARAKTER DISIPLIN ANTARA SISWA SMP NEGERI DAN SMP SWASTA: ANALISIS PRAKTIK DISIPLIN KELUARGA DAN SEKOLAH, SERTA KONSEP DIRI

Abstrak

Ketidaksiplinan siswa ditunjukkan dengan tidak mengikuti aturan seperti bolos sekolah, datang terlambat, dan membuang sampah sembarangan di kehidupan sehari-harinya. Tujuan penelitian ini adalah menganalisis pengaruh praktik disiplin keluarga dan sekolah, serta konsep diri terhadap karakter disiplin siswa SMP. Penelitian ini menggunakan desain cross-sectional study dan teknik penarikan contoh secara purposive dengan total 150 responden yang merupakan siswa dari SMP Negeri, SMP Swasta, dan SMP Swasta berbasis Agama bertempat tinggal di rumah bersama orang tua/anggota keluarga lainnya. Hasil penelitian ini menemukan bahwa praktik disiplin keluarga berada pada kategori tinggi, praktik disiplin sekolah dan karakter disiplin berada pada kategori sedang, sedangkan konsep diri berada pada kategori rendah. Hasil uji beda menunjukkan bahwa siswa SMP Negeri memiliki karakter disiplin yang lebih baik daripada siswa SMP Swasta dan SMP Swasta berbasis agama. Analisis PLS menunjukkan bahwa praktik disiplin keluarga ($\beta=0,305$; $t>1,96$) dan sekolah ($\beta=0,372$; $t>1,96$) berpengaruh langsung terhadap konsep diri dan karakter disiplin melalui konsep diri dipengaruhi oleh praktik disiplin keluarga ($\beta=0,159$; $t>1,96$) dan praktik disiplin sekolah ($\beta=0,193$; $t>1,96$). Hasil analisis jalur menunjukkan bahwa terdapat pengaruh signifikan praktik disiplin keluarga dan sekolah melalui konsep diri ($\beta=0,519$; $t>1,96$) terhadap karakter disiplin siswa SMP. Melalui penelitian ini diharapkan pihak orang tua di rumah dan guru di sekolah mengoptimalkan konsep diri sehingga kedisiplinan siswa dapat meningkat.

Kata-kata kunci : karakter disiplin, konsep diri, praktik disiplin keluarga, praktik disiplin sekolah, sekolah menengah pertama

INTRODUCTION

Indonesia is illustrated by the amount of pressure experienced by students, so that students feel disturbed and inhibit their activities by behaving procrastination, laziness, avoidance, and others (Rustam & Tentama, 2020). Munawaroh et al. (2017) suggested that the level of procrastination of private junior high school students in Yogyakarta is in the moderate category and has increased during the pandemic as shown through Sedyawati's (2021) research, namely more than 50 percent of public junior high school students in Malang collected homework past the collection limit. Primadhini (2021) revealed that teaching and learning activities carried out online since March 2020 have created new problems for students because they can reduce students' confidence in digesting the lessons given by the teacher. This research was proven by Mahrani et al. (2020) who found behavioral deviations in religious-based public junior high school students as a result of online learning such as decreased interest in learning, lack of discipline, cheating in filling out absences, dependence on android, and low student involvement in learning sessions. Cultivating disciplinary character is important because the main problem in disciplinary character is the increasingly widespread deviation of discipline values and children's asocial behavior (Anisa & Jerusalem, 2019). Improving disciplinary character can be applied through two aspects, namely external aspects in the form of encouragement, coercion, and pressure which usually take the form of disciplinary programs or practices from educational institutions such as schools and internal aspects involving self-awareness (Purwaningsih et al., 2019).

Based on Central Bureau of Statistics of Indonesia as known as BPS data (2021), the number of junior high school students in Indonesia under the supervision of the Ministry of Education, Culture, Research and Technology is 10 million students with a 4:1 ratio between public and private junior high schools. The small number of private junior high schools does not eliminate the evidence that negative moral behavior continues to occur in the midst of a pandemic as evidenced in several recent studies focusing on private junior high school students in Indonesia. Junior high school children are generally in the age range of 12-15 years old who are entering the early adolescent stage (Monks, 2006), they experience development by following certain patterns or directions that depend on what they see and hear (Sholichah et al., 2020). Bronfenbrenner's Ecological Theory states that family and school are part of the microsystem, which is the layer of the environment closest to the child (Rosa & Tudge, 2013), so both play a big role in individual development, one of which is instilling disciplinary character. Aprianti et al. (2021) through their research stated that efforts to implement disciplinary character, parents and teachers create habituation supported by exemplary. Schools as formal educational institutions apply rules such as increasing student activities, educating vigorously, compiling various regulations, and preparing sanctions for students who violate the rules as well as daily habituation to shape students' disciplinary character (Ardi, 2012). Internal aspects that influence discipline according to Darwianis and Nursi's research (2020) found a significant influence of self-concept on discipline. According to Rogers' (1954) Self Theory, self-concept is a person's ability to actualize himself through mastery of the real-self and self ideal that one aspires to. The practice of cultivating disciplinary character at home is held by parents and at school is held by teachers because the child's self-concept will be influenced by the model, namely the person who is older than him.

Good students are shown by discipline in obeying all the rules and norms that apply in schools and outside the school environment (Fiana et al., 2013). This statement is corroborated by Hurlock (1980) who argues that as individuals, children need discipline to adjust to the social environment so that children can learn to behave in ways that are accepted by society and as a result children will be accepted as part of a social group. Families, especially parents as the child's closest environment, must be able to provide guidance, invitations, good examples, the application of strict and consistent sanctions in a family, both in household, religious, and other social work carried out by all family members and individuals (Jailani, 2014). Seeing the importance of disciplinary character to be possessed by a student, this study analyzes the disciplinary character in students from three different types of schools analyzed through the variables that form disciplinary character.

METHODS

The design used in this study was a cross-sectional study with a comparative quantitative research type. The time and location of the research was conducted in April 2022 at State Middle School 04 North Cikarang, President Middle School, and Al-Ichwan Middle School in North Cikarang District, Bekasi Regency. Data collection was carried out directly (offline) and indirectly (online). The population in this study were students in grades 7, 8, and 9 who were 12-16 years old and lived at home with their parents and/or other family members. The sampling technique was carried out by non-probability sampling with purposive sampling technique. Total respondents were 150 junior high school students. The type of data collected in this study is primary data obtained through filling out questionnaires by junior high school students consisting of

student characteristics, parent characteristics, junior high school characteristics, family discipline practices, school discipline practices, self-concept, and discipline character. Primary data is data taken by researchers using measuring instruments that have been adjusted to the variables that will be used in the study. The measuring instrument used in this study is a research instrument conducted by Sagulu (2017) used for the variable of family discipline practices. This measuring instrument uses a 1-4 Likert scale with a scale of 1 = Strongly disagree, 2 = Disagree, 3 = Agree, and 4 = Strongly agree. This instrument has a high composite reliability value of 0,906. This variable measured by some dimensions named way of parents educating, family members relation, home ambience, economic conditions, and parental attention.

School Discipline Practices defined as school programs that require student involvement in the classroom, teaching and learning activities, interactions during learning, teacher-student personal communication, psychological and social environment in the classroom. School discipline practices are also related to discipline and punishment. The research instrument developed by Díaz et al. (2018) for the variable of school discipline practices has a high composite reliability value of 0,940. This instrument uses a 1-4 Likert scale with a scale of 1 = Rarely, 2 = Sometimes, 3 = Often, and 4 = Always.

The self-concept is defined as the way a person describes his physical, social, and psychological self to get the well-developed self-concept and would assess their abilities objectively. This variable was measured using the Adolescents' Self Concept Short Scale (ASCSS) from Piers and Hertzberg (Veiga and Leite 2016) which was developed from the Piers - Harris Children's Self-Concept Scale in 2002 using a Likert scale of 1-6 with a scale of 1=Strongly disagree, 2=Disagree, 3=Not agree, 4=Somewhat agree, 5=Agree, and 6=Strongly agree. This instrument has a high composite reliability value of 0,741.

Meanwhile, the measuring instrument used to measure the disciplinary character variables of junior high school students is the diligent character instrument developed by Hastuti and Alfiasari (2020) with a high composite reliability value of 0,783. This measuring instrument uses a Likert scale of 1-4 with a scale of 1 = Never, 2 = Rarely, 3 = Often, 4 = Always.

The data that has been obtained is then processed using Microsoft Office Excel 2010 software and analyzed using the Statistical Package for Social Science (SPSS) 25 program and Partial Least Squares Structural Equation Modeling (PLS-SEM). Data processing was conducted using descriptive analysis and inferential analysis. Descriptive analysis was used to identify student characteristics (gender, age, and grade level), parent characteristics (latest education and working status), junior high school characteristics (school type and curriculum), family discipline practices, school discipline practices, self-concept, and discipline character. Inferential analysis was used to test the relationship using correlation test and ANOVA t-test. Anova difference test treatment is the reason for determining the same number of respondents in each school because according to Muslih and Rosyidah (2020) the Anova difference test will be more accurately used for the same number of samples in each group. Test the effect and analyze the direct- indirect effect using the PLS Model Test.

RESULTS

Characteristics of students, parents, and junior high schools

The respondents involved in this study consisted of 150 students. More than half of the respondents were female and the other 33,3 percent were male, spread across the ages of 12 years (6,7%), 13 years (36%), 14 years (27,3%), 15 years (26,7%) and 16 years (3,3%). Respondents were spread across all junior high school grade levels and were dominated by grade 9 students (40%) and grade 7 and 8 students (30% each). Respondents were evenly distributed across the three schools (public junior high school, private junior high school, and private religious-based junior high school) with a ratio of 1:1:1. The curriculum used by schools is dominated by Curriculum 2013 (66,7%). All schools have rules and sanctions applied to their students.

The latest education of mothers (37,3%) and fathers (32,7%) is dominated by high school education. The working status of mothers was dominated by not working/housewife (58%) and fathers were working (96,7%). In the family environment, as many as 98,7 percent apply disciplinary practices in the family.

The Variables' Categories of Family Discipline Practices, School Discipline Practices, Self-Concept, and Discipline Character

In this study, descriptive analysis based on categories was conducted to see the category level of each variable in all respondents from different types of schools. The results show that the family discipline practice variable is in the high category (48,7%) with the highest percentage in Private Junior High School (20,7%). State school is following in the high category with percentage in 17,3 percent. Meanwhile, the Religious-based Private Junior School is in the moderate category of family discipline practices with 18,7 percent.

The school discipline practice variable is in the medium category (49,3%) with the highest percentage in the category at Private Junior High School (18%) then State Junior High School (16,7%). The Religious-based Private Junior High Schools category for this variable is on the low category with percentage in 18,7 percent.

The self-concept variable is in the low category (67,3%) with the lowest percentage in the category at Religious-based Private Junior High Schools (24%). State school and Private school is following with each percentage in 22,7 percent and 20,7 percent.

Disciplinary character variables are in the moderate category (48,7%) with the highest percentage in that category in Religion-based Private Junior High Schools (22%). The students of State School have the highest discipline character category with percentage in 21,3 percent. Furthermore, Private school is on the moderate category with 16,7 percent.

Differences in Family Discipline Practices, School Discipline Practices, Self-Concept, and Discipline Character by School Type

The difference of variance test or what is called one way ANOVA is conducted to test the differences of more than two groups in each variable. In this study, the t-test was conducted to determine the differences in the variables of family discipline practices, school discipline practices, self-concept, and discipline character in groups of students from public junior high schools, private junior high schools, and religious-based private junior high schools. Based on Table 1, in general, there are significant differences in the variables of family discipline practices, school discipline practices, and discipline character of junior high school students.

Table 1 T-test of the variables of family discipline practices, school discipline practices, self-concept, and discipline character based on school type

| Variables | F | Sig. |
|-----------------------------|--------|----------------|
| School Discipline Practices | 4,443 | 0,013* |
| Family Discipline Practices | 12,987 | 0,000** |
| Self-Concept | 0,926 | 0,271 |
| Character of Discipline | 7,869 | 0,001** |

Post hoc follow-up tests were conducted and significant differences were found, namely on the variable of family discipline practices applied to Private Junior High School students had a higher average than Public Junior High School and Religious-based Private Junior High School students. In addition, significant differences were found in the variable of school discipline practices, Private Junior High School had a higher average compared to Public Junior High School and Religious-based Private Junior High School. There is a significant difference in the variable of discipline character which is shown by the higher mean value of Public Junior High School compared to Private Junior High School and Religious-based Private Junior High School. Further post hoc tests conducted to see the magnitude of differences between student groups are presented in Table 2.

Table 2 Advanced post hoc test

| Variables | (I) School Type | (J) School Type | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|-----------------------------|------------------------|------------------------|-----------------------|------------|-------|-------------------------|-------------|
| | | | | | | Lower Bound | Upper Bound |
| Family Discipline Practices | State School | Private School | -,140 | 2,420 | ,954 | -4,92 | 4,64 |
| | | Islamic Private School | 6,175* | 2,420 | ,012 | 1,39 | 10,96 |
| | Private School | State School | ,140 | 2,420 | ,954 | -4,64 | 4,92 |
| | | Islamic Private School | 6,316* | 2,420 | ,010 | 1,53 | 11,10 |
| | Islamic Private School | State School | -6,175* | 2,420 | ,012 | -10,96 | -1,39 |
| | | Private School | -6,316* | 2,420 | ,010 | -11,10 | -1,53 |
| State School | Private School | -1,967 | 2,406 | ,415 | -6,72 | 2,79 | |

Table 2 Advanced post hoc test (continue)

| Variables | (I) School Type | (J) School Type | Mean Difference (I-J) | Std. Error | Sig. | 95% Confidence Interval | |
|-----------------------------------|------------------------------|------------------------------|-----------------------------|---------------|------|----------------------------|----------------|
| | | | | | | Lower Bound | Upper Bound |
| School Discipline Practices | Private School | Islamic Private School | 9,500* | 2,406 | ,000 | 4,74 | 14,26 |
| | | State School | 1,967 | 2,406 | ,415 | -2,79 | 6,72 |
| | | Islamic Private School | 11,467* | 2,406 | ,000 | 6,71 | 16,22 |
| | Islamic Private School | State School | -9,500* | 2,406 | ,000 | -14,26 | -4,74 |
| | | Private School | -11,467* | 2,406 | ,000 | -16,22 | -6,71 |
| | | Private School | ,520 | 2,122 | ,807 | -3,67 | 4,71 |
| Self- Concept | State School | Islamic Private School | 2,720 | 2,122 | ,202 | -1,47 | 6,91 |
| | | State School | -,520 | 2,122 | ,807 | -4,71 | 3,67 |
| | | Islamic Private School | 2,200 | 2,122 | ,301 | -1,99 | 6,39 |
| | Islamic Private School | State School | -2,720 | 2,122 | ,202 | -6,91 | 1,47 |
| | | Private School | -2,200 | 2,122 | ,301 | -6,39 | 1,99 |
| | | Private School | 7,590* | 2,346 | ,002 | 2,95 | 12,23 |
| Character of Discipline | State School | Islamic Private School | 8,462* | 2,346 | ,000 | 3,82 | 13,10 |
| | | State School | -7,590* | 2,346 | ,002 | -12,23 | -2,95 |
| | | Islamic Private School | ,872 | 2,346 | ,711 | -3,77 | 5,51 |
| | Islamic Private School | State School | -8,462* | 2,346 | ,000 | -13,10 | -3,82 |
| | | Private School | -,872 | 2,346 | ,711 | -5,51 | 3,77 |
| | | Private School | | | | | |

Note: *) significance <0,05

The Relationship of Parental Characteristics, Family and School Discipline Practices, and Self-Concept with Discipline Character

The correlation test is an analysis of the relationship between the characteristics and variables studied, namely parent and school characteristics, family discipline practice variables, school discipline practices, and self-concept and discipline character variables. The results of the correlation test in Table 3 show that there is a significant negative relationship between the working status of mothers of Religious-based Private Junior High School students ($r = -0,0421^{**}$, $p < 0,01$) with family discipline practices, so mothers of Religious-based Private Junior High School students with a status of not working/housewife can implement better family discipline practices. Then, a significant positive relationship was found on the working status of the father of private junior high school students with self-concept ($r = 0,299^*$, $p < 0,01$) which means that the higher the

working status of the father of private junior high school students, the higher the self-concept of students formed.

Table 3 Correlation coefficient between parental characteristics and family discipline practices

| Parents Characteristics | Family Discipline Practices | | | Self-Concept | | |
|--------------------------|-----------------------------|----------------|------------------------|--------------|----------------|------------------------|
| | State School | Private School | Islamic Private School | State School | Private School | Islamic Private School |
| Mother's education | -0,177 | -0,049 | -0,054 | 0,087 | 0,072 | 0,036 |
| Father's education | -0,149 | 0,033 | -0,139 | -0,132 | -0,099 | 0,032 |
| Working status of mother | 0,204 | 0,013 | -0,421** | -0,036 | -0,216 | -0,116 |
| Working status of father | 0,157 | -0,004 | -0,123 | -0,017 | 0,299* | 0,009 |

Family discipline practices ($r = 0,201^*$, $p < 0,01$), and school discipline practices ($r = 0,290^{**}$, $p < 0,01$) showed a positive significant relationship with students' self-concept. This indicates that the better the implementation of family and school discipline practices will improve students' self-concept. In addition, family discipline practices ($r = 0,347^{**}$, $p < 0,01$), school discipline practices ($r = 0,259^{**}$, $p < 0,01$), and self-concept ($r = 0,355^{**}$, $p < 0,01$) show a positive significant relationship with student discipline character, meaning that the better the family and school discipline practices, as well as self-concept, the better the student discipline character. The results of the correlation test between family and school discipline practices, as well as self-concept with discipline character are presented in Table 4.

Table 4 Correlation coefficient values between family and school discipline practice variables with self-concept and discipline character

| Variables | Self-Concept | Character of Discipline |
|-----------------------------|----------------|-------------------------|
| Family Discipline Practices | 0,201** | 0,347** |
| School Discipline Practices | 0,290** | 0,259** |
| Self-Concept | 1 | 0,355** |

The Influence of Family Discipline Practices, School Discipline Practices, and Self-Concept on Discipline Character of Junior High School Students

The test of the influence of family discipline practices, school discipline practices, and self-concept on the disciplinary character of junior high school students was conducted using the model in SEM-PLS. The model is made by compiling indicators on each variable according to the research framework. Furthermore, through the outer model measurement evaluation is carried out through the loading factor, AVE value, Cronbach alpha and composite reliability value. Loading factor of more than 0,5 is used to determine convergent validity, average variance extracted (AVE) value to determine discriminant validity with conditions greater than 0,5, composite reliability value is used to determine reliability with conditions greater than 0,7, and Cronbach alpha value $> 0,6$. Table 6 shows that the variables of family discipline practices, school discipline practices, self-concept, and discipline character have met the requirements with a composite reliability value $> 0,7$, and a Cronbach alpha value $> 0,6$. Furthermore, the goodness of fit used to measure the fit of the model is done using the R^2 value. Goodness of fit is used to determine the contribution of the dependent variable (y) can be explained by the independent variable (x). The goodness of fit (GOF) in this study was measured using the following calculation: $Q^2 = 1 - (1 - R^2_1)(1 - R^2_2) = 1 - (1 - 0,323)(1 - 0,379) = 0,579$

Based on the results of these calculations, the Q^2 value is 0,579. It can be concluded that the independent variables (family and school discipline practices) can explain 57,9 percent of the disciplinary character of junior high school students, the remaining 42,1 percent is explained by other variables not included in this research model. In various types of models, the higher the Q^2 value, the better the research model presented.

The measurement of model fit in terms of Goodness of Fit (GFI), Standardized Root Mean Square Residual (SRMR), and Normed Fit Index (NFI) the results show that the model in terms of the degree of model fit is not optimal. This can be seen from the GoF value in the model of 0,579 and NFI of 0,189 which is outside the cut off model fit. The simple model and the small number of examples are thought to be one of the possible causes of the model not being optimal.

Table 5 is the result of effect decomposition that shows the direct and indirect effects on the model. It is known that self-concept is directly influenced by family discipline character ($\beta=0,305$; $t>1,96$) and school discipline character ($\beta=0,372$; $t>1,96$). Similarly, the discipline character variable is directly influenced by self-concept ($\beta=0,519$; $t>1,96$). The results also showed that the research model found an indirect effect on

the variable of family discipline practices through self-concept on discipline character ($\beta=0,159$; $t>1,96$) and the variable of school discipline practices through self-concept on discipline character ($\beta=0,193$; $t>1,96$).

Table 5 Results of effect decomposition in direct and indirect effect models

| Variables | Total | | |
|-----------------------------|--------------|---------------|-----------------|
| | Total Effect | Direct Effect | Indirect Effect |
| Family Discipline Practices | | | |
| Self-Concept | 0,305* | 0,305* | |
| Character of Discipline | 0,297* | 0,139 | 0,159* |
| School Discipline Practices | | | |
| Self-Concept | 0,372* | 0,372* | |
| Character of Discipline | 0,230* | 0,037 | 0,193* |
| Self-Concept | | | |
| Character of Discipline | 0,519* | 0,519* | 0,000 |

Note: *) significant at $t > 1,96$

DISCUSSION

This study aims to analyze the effect of family and school discipline practices, as well as self-concept on the disciplinary character of junior high school students in Cikarang because discipline aims to prepare children to face future life challenges so that discipline is an important character to instill in children (Aprianti et al., 2021). Improving disciplinary character can be applied through two aspects, namely internal aspects involving self-awareness and external aspects in the form of encouragement, coercion, and pressure which usually take the form of disciplinary programs or practices from educational institutions such as schools (Purwaningsih et al., 2019). In this study, the internal aspects that influence student discipline are self-concept and family and school discipline practices as external aspects.

This study found that the discipline of junior high school students was in the moderate category with a percentage of 48.7 percent. This is in accordance with the results of Simanungkalit's research (2017) which found that the level of discipline of junior high school students was in the moderate category. However, after being given stimulation in the form of content mastery services with modeling techniques to students, the discipline of junior high school students has increased by 11 percent (Simanungkalit, 2017) and the discipline of dressing junior high school students has increased the average score by 3,6 after being given stimulation in the form of group guidance services with modeling techniques (Roshita, 2014). Both studies reinforce the results of this study that the school discipline practice variable is in the moderate category.

T-tests conducted in this study showed that there were significant differences in family discipline practices, school discipline practices and discipline character between school types. Further post hoc tests also found significant differences in the average family discipline practices, school discipline practices, and discipline character, where respondents who were private junior high school students had higher average family and school discipline practices than respondents who were students of public and religious-based private junior high schools. Similar research conducted by Kusumawardana (2018) found that the application and intensity of punishment in private junior high schools were higher than public junior high schools. In addition, public junior high school students have a higher average disciplinary character than private and religious-based private junior high schools. This result shows a difference with the results of Kusumawardana's research which found that the discipline of private junior high school students is higher than the discipline of public junior high school students. The interesting thing about the results of this difference test is that although the practice of family and school discipline in public junior high school students has a lower average score than private junior high school students, the average score of the discipline character of private junior high school students is higher than that of public junior high school students. The findings indicate that public junior high school students implement family and school discipline practices better than private and religious-based junior high school students. While on the self-concept variable, no significant differences were found based on school type, so it can be concluded that the self-concept of junior high school students is almost the same in all types of schools.

The correlation between parental characteristics and family discipline practices (H1). This study found that the working status of mothers of Religious-based Private Junior High School students who are dominated by housewives/non-working mothers can implement better family discipline practices. This result is in line with Susanti and Ihromi (2021) who found that housewives have a role in instilling the values of discipline, persistence, patience, and honesty in children in doing schoolwork through approaches such as doing

routines, providing examples, giving instructions, giving advice, starting discussions/dialogs with children, and giving punishments. In contrast to working mothers, as stated by Paramitha (2018) that mothers must be slick in managing time between work and family so that children still get the best attention and care. Based on qualitative research conducted by Elom and Adi (2019), it was found that there are three parenting patterns in instilling discipline in children, including a) the authoritarian model is applied in a way that children must always obey what parents say and teach so that children cannot argue, ask questions or respond. If the child violates the rules, the child will receive sanctions or punishment; b) the permissive model is shown by parents always obeying the wishes of the child; c) the democratic model is carried out by parents by being a role model for their children. Exemplary parents can be shown by expressing sentences and giving real examples from parents and children will respond to a situation as exemplified by parents to children. However, this study found an insignificant relationship between father's working status, mother's education, and father's education with family discipline practices. The results of this study can be explained by the results of research (Guntur et al., 2018) that the lack of consistency of parents with family discipline practices. (2018) that the lack of consistency of parents in providing examples and busy work can be a supporting or inhibiting factor in the process of implementing discipline. Research by Hunter et al. (2000) related to heavy and moderate family discipline practices in India have different risk factors for children, but this form of family discipline practice is formed due to low maternal education and the occurrence of partner violence.

The correlation between parental characteristics and self-concept (H2). This study found that the relationship between the working status of the father of private junior high school students was significantly positively related to the self-concept of junior high school students. This is in line with the research of Putnick et al. (2008) which states that adolescents' self-concept has the most influence on adolescents' perceptions of their parents' parenting stress, one of the factors is parental employment, so that parenting behavior can run not optimally.

The correlation between family discipline practices and self-concept (H3). The results of this study found that school discipline practices are positively related to self-concept. These results are in line with research conducted by Deković and Meeus (1997) proving that positive adolescent self-concept is related to warm and close parent-adolescent relationships that use love in disciplining their sons/daughters. Previous research conducted by Crase et al. (1981) also found the importance of repetition and consistent habits in shaping children's self-concept.

The correlation between school discipline practices and self-concept (H4). These results found a significant relationship between school discipline practices and self-concept. These findings are in line with Khotimah et al. (2016) who found that Counseling Guidance in schools has a role in overcoming procrastination problems, one of which is by shaping the self-concept of students who have a negative relationship with procrastination. Recent research conducted by Ma et al. (2022) found that school discipline climate has a significant relationship with reading self-concept in students.

The influence of family discipline practices on self-concept (H5). Through the PLS model test results, it was found that there was a significant influence on family discipline practices on self-concept. Lee and Stone's (2012) research proves that there is a relationship between disciplinary practices and behavioral problems in young children and adolescents, behavioral problems in early adolescent problems are influenced by negative self-concept. Family discipline behavior applied with excessive reactivity (harsh and forceful discipline) and leniency (otherwise referred to as permissiveness or inconsistent parenting) are two specific discipline styles that have often been associated with child behavior problems such as skipping school, running away from home, and fighting (Arnold et al., 1993).

The influence of school discipline practices on self-concept (H6). This study found that school discipline practices have a significant effect on self-concept. Previous findings that are in line with the results of the study state that the implementation of discipline by private schools positively affects disciplinary behavior, achievement levels, and student attendance (Synder et al. 2009). Halimah et al. (2021) through their research found several disciplinary character values embedded in students after implementing the *amalan yaumiyyah* program at school, such as the value of cleanliness discipline, discipline in time, discipline in carrying out rules, leadership training, and togetherness training.

The influence of family discipline practices on discipline character (H7). Based on the PLS model test, the results show that family discipline practices do not have a significant effect on the disciplinary character of junior high school students. This is not in line with Hikmah et al. (2021) and Ariyanti (2020) who revealed that the family environment affects student learning discipline. Ariyanti (2020) found that millennial parents have a strategy in instilling awareness of praying five times and found that if children are disciplined in praying, they will be disciplined in doing other tasks as well.

The influence of school discipline practices on discipline character (H8). The results of this study did not find a significant effect of school discipline practices on the disciplinary character of junior high school students. These results are not in line with the findings of Halimah et al. (2021) in their qualitative research who found several disciplinary character values embedded in students after implementing the “*amalan yaumiyyah* (daily practices) program” at school, such as the value of cleanliness discipline, discipline in time, discipline in carrying out rules, leadership training, and togetherness training. Another form of school discipline practice was pointed out by Polpoke et al. (2019) in their research which found that the religious-based junior high school, As-Salam Ambon implemented a full day school program as an effort to improve student discipline.

The influence of self-concept on discipline character (H9). This study found that self-concept has a significant effect on discipline character. This is in line with research conducted by Saputra et al. (2014) that the variables of mastery of student self-concept and enforcement of school regulations simultaneously have a significant effect on the level of student discipline. Through Anwaroti and Humaisi's research (2020), it is known that cultivating a good self-concept can improve students' learning abilities and teachers provide an understanding of discipline so that a good self-concept is embedded.

The limitation of this research are: 1) the number of indicators was too many so some respondents complained about the time spent filling out the questionnaire; 2) Some of the indicators in the questionnaire are not in accordance with the situation of students, especially grade 8 and grade 9 students who have just returned to face-to-face learning and grade 7 students who have only known the school for 6 months. Face-to-Face Learning (PTM) and grade 7 students who have only known the school for 6 months; and 3) Data collection was carried out during the School Examination period for 9th grade students so that the questionnaire filling process was carried out (offline) and indirect (online).

CONCLUSION AND SUGGESTION

This study found that family discipline practices were in the high category, school discipline practices and discipline character were in the medium category, and self-concept was in the low category. The t-test results showed significant differences between the variables of family discipline practices, school discipline practices, and discipline character based on different types of schools. The correlation test results show that the working status of mothers of Religious-based Private Junior High School students is significantly negatively related to family discipline practices, while family and school discipline practices are significantly positively related to self-concept and there is a significant relationship between family discipline practices, school discipline practices, and self-concept with disciplinary character. The results of PLS analysis show that family and school discipline practices have a direct effect on self-concept and no direct effect on disciplinary character, so the results of path analysis show that there is a significant effect of family and school discipline practices through self-concept on the disciplinary character of junior high school students.

Based on this study, self-concept variables from all schools fall into the low category but have the greatest influence on the disciplinary character of junior high school students. Parents through their disciplinary practices must provide support to children with appreciation, reaction, and foster positive communication with children as an effort to form a better child's self-concept. This study is expected to be a foundation for further research to conduct an analysis of parenting styles in the process of disciplinary practices in the family, whether the authoritative parenting style has friendly family discipline practices and has an effect on children's disciplinary character as well as an analysis of the influence of peers on student discipline character because in early adolescence, students will socialize more with their peers.

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