Digital Parenting and School Climate to Improve Discipline Character in Students

Puspita Rini Ngulandari[1*)], Maya Oktaviani[1], Elmanora[1]

[1]Family Welfare Education, Faculty of Engineering, State University of Jakarta, Building L2, Campus A, Jl. Rawamangun Muka, East Jakarta 13220

*) Corresponding author: puspitaririn05@gmail.com

Abstract

Family is not the only factor that can shape the character of a child's discipline. Schools where children get education and experience, can form a disciplinary character because they must comply with applicable regulations. This study aims to determine the effect of digital parenting and school climate on students' disciplinary character. The research method used an associative quantitative approach. The researcher distributed questionnaires using Google Forms. A proportionate stratified random sampling technique was used to select the sample with 251 students in seventh and eighth grades at Public Junior High School in East Jakarta. The results showed a significant simultaneous effect between digital parenting and school climate on students' disciplinary character. Digital parenting and school climate together can explain the character of discipline by 44.1 percent. So that parents need to increase assistance and control to children by implementing digital parenting. To the school it is necessary to maintain a healthy school climate to form and improve the character of discipline in students. Thus, the higher the application of digital parenting and the healthier or more open the school climate, the higher the character of discipline in students.

Keywords: digital parenting, discipline character, parenting, school climate, student

Abstrak

Keluarga bukan satu-satunya faktor yang dapat membentuk karakter disiplin anak. Sekolah yang merupakan tempat anak mendapatkan pendidikan dan pengalaman dapat membentuk karakter disiplin karena adanya peraturan, sehingga anak dituntut untuk mematuhi peraturan yang berlaku. Penelitian ini bertujuan untuk mengetahui pengaruh pengasuhan digital dan iklim sekolah terhadap karakter disiplin pada siswa. Metode penelitian menggunakan pendekatan kuantitatif asosiatif. Penelitian dilakukan dengan menyebarkan kuesioner menggunakan *Google Forms*. Teknik *proportionate stratified random sampling* telah digunakan untuk memilih responden sebanyak 251 siswa kelas tujuh dan delapan di salah satu SMP Negeri di Jakarta Timur. Hasil penelitian menunjukkan terdapat pengaruh simultan yang signifikan antara pengasuhan digital dan iklim sekolah terhadap karakter disiplin siswa. Pengasuhan digital dan iklim sekolah secara bersama-sama dapat menjelaskan karakter disiplin sebesar 44.1 percent. Sehingga untuk orang tua perlu meningkatkan pendampingan dan kontrol kepada anak dengan menerapkan pengasuhan digital. Kepada pihak sekolah perlu mempertahankan iklim sekolah yang sehat untuk membentuk dan meningkatkan karakter disiplin pada siswa. Dengan demikian, semakin tinggi penerapan pengasuhan digital dan iklim sekolah, maka semakin tinggi pula karakter kedisiplinan siswa.

Kata kunci: iklim sekolah, karakter disiplin, pengasuhan, pengasuhan digital, siswa

Introduction

Character is an aspect that is inherent in individuals and is essential in national development. The low character of a society can cause problems in the state's life. As Megawangi (2016) said, if a country's population does not have good character, their behaviour will see like parasites, which always depend on the environment and can damage their surroundings. Each individual has an inherent character as stated by the Indonesia Heritage Foundation that the character values inherent in individuals are love of God and all His creation, independence, discipline, and responsibility, honesty, trust, and wisdom, respect, courtesy, and good listening, generous, helpful, and cooperative, confident, creative, and unyielding, good and fair leaders, kind and humble, tolerance, and cleanliness, neatness, health, and safety (Pilar Karakter – IHF Indonesia Heritage Foundation, 2020). According to Lickona, character encompasses three strategic stages: moral knowing, feeling, and behaviour (Qadimunnur et al., 2022). Knowing good things in advance, wanting good things, doing good things, and getting used to good things through thinking and actions taken can build the character of an exemplary individual.

In junior high school, students who have just entered the adolescent phase and are looking for identity have the encouragement and desire to try new things they have never experienced (Nababan, 2020). Students often encounter many problems, such as coming late to school for various reasons, incomplete attributes, not completing the assignments, littering, not carrying out class pickets, and not obeying the rules that apply at school so that they are involved in brawls. Alexandra (2019) mentioned that a lack of public discipline causes brawls, leading to a culture of violence. It will hinder of the Sustainable Development Goals (SDGs), one of which is quality education among the other 17 goals, (1) No Poverty; (2) No Hunger; (3) Healthy and Prosperous Life; (4) Quality Education; (5) Gender Equality; (6) Clean Water and Adequate Sanitation; (7) Clean and Affordable Energy; (8) Decent Work and Economic Growth; (9) Industry, Innovation and Infrastructure; (10) Reduced Gaps; (11) Sustainable Cities and Settlements; (12) Responsible Consumption and Production; (13) Climate Change Handling; (14) Ocean Ecosystems; (15) Mainland Ecosystems; (16) Peace, Justice and Strong Institutions; (17) Partnership to Achieve Goals (United Nations, 2022).

In their growth and development, children need to prepare to become human beings with character to achieve development goals. Thus, the quality of education significantly influences and contributes to achieving other goals (Rozhana & Sari, 2019). Preliminary studies conducted at one of the Public Junior High Schools in East Jakarta found several disciplinary problems that occurred to students. Of as many as 233 students who filled out the survey. There were 121 respondents who used devices more than 5 hours a day. These devices are more widely used to access social media, such as Instagram, Tiktok, Whastapp, Youtube, and also access online games, 186 respondents played with gadgets in class when there was no encouragement to use gadgets during class hours, 92 respondents cheating during exams, 10 respondents distributing test answer keys, 126 respondents littered, 12 respondents skipping class, 17 respondents are smoking, 48 respondents incomplete uniform attributes, There were 52 respondents who were not aware of their obligations in submitting assignments on time, There were 17 respondents who smoked, 11 of whom smoked more than one cigarette in one day, and 18 respondents brawls. Data obtained from teacher guidance and counselling for 2022-2023, there are 18 students involved in the brawl. They get discipline from the school and there are also students who get discipline from the local police station. Data taken from pickets, there

were 609 cases of students who were late from July 2022 to February 6, 2023. Data obtained from the Vice Principal from January to February 6, 2023 every Monday and religious habituation on Friday related to completeness of attributes, as many as 48 students violated. The problem that arises is a problem of student character within the scope of discipline.

Family, school, community, media and technology, and current conditions can cause negative actions that harm sustainable development (Faiz et al., 2021). The evolution of technology in our daily lives has exposed children to a wide array of digital devices from an early age (Irzalinda & Latifah, 2023). Children need guidance and direction from parents to improve the character of discipline in adolescents (Rohmah et al., 2021). Parents need to apply proper parenting in shaping children's character according to the current era, where everyone uses gadgets to access information. Parenting carried out by parents can be called digital parenting. According to Baumrind, (1991), digital parenting is a parenting style that controls, educates, and guides children when they involve the internet in their lives. Oden (2019) says that digital parenting is a parenting style that is carried out by educating and accompanying children in engaging them with the internet. Another opinion says that digital parenting is nurture and education parents provide in introducing digital technology to children so that children are capable and ready to face technological developments (Khaerunnisa et al., 2021).

The gadgets teenagers use without supervision and guidance from their parents can make them addicted to devices and able to spend their time just playing with devices. In Indonesia, internet users in 2022 have reached 210 people, with a penetration rate of 77.02 percent (Asosiasi Penyelenggara Jasa Internet Indonesia, 2022). The internet penetration rate based on elementary school education level and equivalent is 72.37 percent (Asosiasi Penyelenggara Jasa Internet Indonesia, 2022). This high percentage is a demand for parents to apply proper parenting patterns. By using digital parenting, parents need to provide clear boundaries to their children about the good things they can and cannot do while using digital devices (Stevanus & Anindyta, 2022). Good children's character formation will be successful if parents can understand proper parenting (Faiz et al., 2021). However, parents often need to show more affection for their children verbally or physically to improve their parenting. In today's digital era, it is not uncommon to find parents who focus more on gadgets and do not take the time to interact with children. Preliminary studies conducted regarding parental care included respondents whose parents did not know which applications their children downloaded and accessed as many as 98 respondents, 171 respondents who did not accompany them when playing with devices, 82 respondents whose parents were busy and freed their children to play with devices, 98 respondents parents did not provide education regarding the use of devices and the internet, and 96 respondents have no time limit in playing the device.

In the previous research by Setiawati and Hidayat (2020), parenting reasonably influences student learning discipline. Parenting by their parents helps students to control their behaviour, develop self-discipline, and be responsible for their actions. Another study by Ramadona et al. (2020) showed a positive influence between parenting variables on student discipline at SMK Tekindo Jaya Depok.

The school climate can influence children's discipline and character when they learn and interact. According to Baron, the school climate can influence the formation of disciplinary character (Chandra & Angin, 2018). School climate is the quality of the school environment experienced by school members, which lasts a long time, influencing their behaviour and views (Hoy & Miskel, 2012). According to Heilbrun et al. (2018),

school climate is the quality and character of school life, including the interactions between adults and students, norms, goals, values, interpersonal relationships, teaching and learning activities, and organizational structure. As stated by Aulia et al. (2019), school climate is the nature or characteristics of a school that shows the conditions and atmosphere of a school's educational environment. According to Wang (2022), school climate is a range of multidimensional factors such as the values implemented by the school, school culture, the quality of teaching to students, interpersonal relationships, and school safety. The school climate includes infrastructure, good relations between school members and creating a pleasant learning atmosphere. According to Higgins in Wahyono (2019), four factors affect school climate: managers/leaders, employee behaviour, group behaviour, and external organizational factors. A good school climate will undoubtedly create a good learning environment that can encourage and shape positive behaviour in students' personalities and create an optimal learning process. According to Huang and Anyon (2020), a positive school climate proves positive student behaviour and academics, reducing aggression and violence, including low drug education, high feelings of school connectedness, motivation, and increased academic achievement. Students who do not obey the norms and rules that apply decrease their character quality, so student discipline decreases and is challenging to manage. Factors of authoritarian leadership, poor relations between school members, and student environments that do not support their academic and non-academic development can influence it.

Previous research on school climate by Itikar et al. (2020) explained that the school climate affects the discipline of class VII students at SMP Al-Amanah Bandung. It is because teachers and principals work together to create positive schools so that they can change student behaviour in a better direction according to students' potential and differences. The results of another study by Muslimah et al. (2022) showed an influence of the school climate and authoritarian parenting from parents on students' aggressiveness.

Family is not the only factor that can shape the character of a child's discipline. The school environment can also influence other factors that can shape the character of discipline in children. In digital parenting where children are raised with parental control and warmth in the use of digital devices. A healthy school climate it makes students form their disciplinary character. These two factors will be examined regarding their influence on the character of discipline and how these factors influence the character of discipline in students so that they can act and behave according to the norms and rules around them and can correct behavior that is not in accordance with these rules and norms. This research will examine the influence of digital parenting and school climate on the character of discipline in students at one of the Public Junior High Schools in East Jakarta.

Methods

Participants

This study uses an associative quantitative method to determine the effect of digital parenting and school climate on the character of discipline in students who attend one of the Public Junior High Schools in East Jakarta. The researcher distributed questionnaires using Google Forms to students, which were carried out from April to May 2023. The sampling technique used proportionate stratified random sampling to determine the

number of samples taken strata in seventh and eighth grade with a total sample of 251 respondents.

Measurement

The data collected in this study used a questionnaire that included the variables of digital parenting, school climate, and disciplinary character. Digital parenting is parental control, and digital parenting involves parental warmth. The questionnaire is a modification of the Internet Parenting Style and Impact on Internet Use of Primary School (Valcke et al., 2010). The statements on this variable are 24 items, measured using a Likert scale with five choices: always, often, sometimes, rarely, and never. The questionnaire is valid and has a Cronbach's Alpha value of 0.907.

The school climate questionnaire uses references from Measuring School Climate: Validating the Education Department School Climate Survey in a Sample of Urban Middle and High School Students (Ryberg et al., 2020). School climate is the relationship between the involvement of the school community (engagement), security within the scope of the school (safety), and the school environment where the school community is active (environment). The statements in this questionnaire consist of 50 items and are measured using a Likert scale with four alternative answer choices: strongly agree, agree, disagree, and strongly disagree. The questionnaire is valid and has a Cronbach's Alpha value of 0.932.

Measurement of disciplinary character variables uses a questionnaire from the Learning Discipline Questionnaire (Setiawan, 2020). The character of discipline in this study is the discipline of activeness and suitability of attendance at school, the discipline of participating in classroom learning activities, the discipline of completing assignments and taking tests, the discipline of studying at home, and the discipline of obeying the rules that apply at school. There are 38 items in the disciplinary character questionnaire with four alternative answer choices: strongly agree, agree, disagree, and strongly disagree. The questionnaire is valid and has a Cronbach's Alpha value of 0.947.

Analysis

This study analysed data using descriptive analysis to identify the characteristics of digital parenting, school climate, and disciplinary character. Multiple linear regression tests and partial correlation coefficients also perform inferential analysis. Data testing uses Microsoft Excel 365 and SPSS for Windows 25 application programs.

Findings

Respondents Characteristic

Two hundred fifty-one respondents were involved in this study who were students from a public junior high school in East Jakarta. Class-based characteristics consist of grades 7 (53%) and 8 (47%). Based on the gender, there are 52% of boys and 48% of girls. The age range in this study was from 11 to 15 years old. In this study, regarding the last education of parents, the highest percentage was at the high school level (mothers 39%, fathers 52%). Another characteristic of the respondents that was measured was the parents' occupation, where most of the respondents' mothers were housewives, while their fathers worked as army/police.

Digital Parenting

There are three categories of digital parenting: high, moderate, and low. Based on the research results listed in Table 1, the digital parenting variable has an average of 54.90 with a parental control dimension with an average magnitude of 55.06 and parental warmth with an average of 54.70. The results obtained from the digital parenting variables and the dimensions studied show a low category. This shows a lack of control and warmth given by parents to children. Using devices with children without communicating the rules that have been created together will make children feel free to use devices. Children do not feel close to their parents because of a lack of communication and cannot limit themselves in accessing sites on the internet

Tabel 1. Digital parenting variable dimensions

Dimension	Minimum	Maximum	Average ± St.dev
Parental Control	20	100	55.06 ± 17.24
Parental Warmth	20	100	54.70 ± 15.70
Digital Parenting	20	100	54.90 ± 14.80

School Climate

There are three categories of school climate: high, medium and low. The results of the analysis show that the engagement dimension has an average of 77.63, which is in the medium category, the safety dimension has an average of 84.07, which indicates the high category, and the environment dimension obtains an average of 77.30, which is in the medium category. The school climate variable shows an average of 80.05, which indicates that the school climate in this study is in the high category. The feeling of being accepted and appreciated by students in the school environment makes students feel emotionally safe and not disturbed at school.

Table 2. School climate variable dimensions

Dimension	Minimum	Maximum	Average ± St.dev
Engagement	45	100	77,.3 ± 10.38
Safety	54	100	84.07 ± 8.76
Environment	41	100	77.30 ± 10.59
School Climate	51	99	80.05 ± 7.95

Discipline Character

Three categories of discipline character are high, medium and low. On the discipline dimension of activeness and suitability of attendance at school, the average is 72.56. The average value obtained on the disciplined dimension of participating in classroom learning activities is 74.04. The discipline dimension in completing assignments and taking tests averages 73.62. The dimension of discipline in organizing active and independent learning activities at home obtained an average of 70.10, and the dimensions of discipline in complying with the rules that apply in schools obtained an average of 75.44. In the variable of the character of discipline in students, the average obtained is 73.48. The results of the disciplinary character variables and their dimensions in this study show the moderate category. This can be seen in students asking questions about material they don't understand and being active in group work activities. This creates collaboration between students and other students and also collaboration between students and teachers. This collaboration in understanding and responding well to ongoing learning is a learning goal that needs to be achieved.

Table 3. Discipline character variable dimensions

Dimension	Minimum	Maximum	Average ± St.dev
Discipline of activeness and suitability attendance at school	40	100	72.56 ± 10.88
Discipline when carrying out learning activities at class	25	100	74.04 ± 12.62
Discipline in completing assignments and following tests	42	100	73.62 ± 11.10
Discipline in organizing study activities at home	36	100	70.10 ± 12.90
Discipline in obeying the rules that apply in school	46	100	75.44 ± 9.00
Discipline Character	47	96	73.48 ± 9.00

The Effect of Digital Parenting and School Climate on Students Discipline Character

The test from multiple linear regression obtained results from a p-value of 0.000 <0.05, meaning that the variables of digital parenting and school climate simultaneously affect the disciplinary character. In Table 4, the results of the regression coefficient on the variables of digital parenting and school climate together are 0.787 (p <0.05), which means that the variables of digital parenting and school climate positively influence discipline character. The multiple correlation coefficient in the study obtained a result of 0.664 and a p-value of 0.000 <0.05, which means there is a strong and significant influence between digital parenting and school climate on disciplinary character. The result of the coefficient of determination obtained is 0.441, which means there is an influence from digital parenting and school climate together on disciplinary character at 44.1 percent, and the remaining 55.9 percent is influenced by other variables not examined. The test results are in Table 4.

Table 4. Regression test results of digital parenting and school climate on discipline character

Independent variable	Unstandardized coefficients	Standardized coefficients	t	Sig
(Constant)	14.564		3.354	0.001
Digital Parenting	0.154	0.255	5.244	0.000
School Climate	0.633	0.562	11.582	0.000
f		97.806		
Sig.		0.000		
R		0.664		
R Square		0.441		
Adjusted R Square		0.436		

The partial correlation test conducted on the digital parenting variable on disciplinary character shows that the resulting significance value is 0.000 <0.05, so the relationship between disciplinary character and digital parenting by controlling for variables from school climate shows significant results. The results of the analysis of the partial test are in Table 5.

Table 5. Partial test results between digital parenting and discipline character

Correlations				
Control Variables			Digital Parenting	Discipline Character
School Climate	Digital Parenting	Correlation	1.000	0.316
		Significance (2-tailed)	.	0.000
		df	0	248
	Discipline Character	Correlation	0.316	1.000
		Significance (2-tailed)	0.000	.
		df	248	0

The partial correlation test was carried out on the school climate variable on disciplinary character, obtaining a significance value of 0.000 <0.05, which means that the disciplinary character and school climate variables by controlling digital parenthood are significant. The results of the partial correlation test are in Table 6.

Table 6. Partial test results between school climate and discipline character

Correlations				
Control Variables			Discipline Character	School Climate
Digital Parenting	Discipline Character	Correlation	1.000	0.592
		Significance (2-tailed)	.	0.000
		df	0	248
	School Climate	Correlation	0.592	1.000
		Significance (2-tailed)	0.000	.
		df	248	0

Discussion

This research conducted on 7th and 8th - grade students at a Public Junior High School in East Jakarta shows that the variable of digital parenting is in the low category, which means that parents in their care in the digital era are currently not optimal and need to increase efforts in implementing digital parenting form of warmth that is created and carried out consistently. Parents and children can create warmth by communicating with each other. This communication can create quality time, and children feel familiar with their parents because they make rules using the device. According to research conducted by Khairunisa et al. (2021), as educators and primary caregivers, parents need to implement rules made with children in using devices to create warmth, a sense of security, and comfort. The results of categorizing the school climate variable show a high category. It shows that the school climate created in the school is healthy, especially in the safety dimension. Students' safety is not only protected from physical danger, but they also feel safe from a psychological perspective and can carry out their activities well at school. Suwarni (2023) said that school residents who accept differences from the diversity that exists in the school environment will ensure that everyone in the school is accepted and valued. The school will also ensure that everyone in the school feels safe from bullying, physical and verbal crime, and free from substance abuse. Students feel comfortable and safe with the rules that apply to create a deterrent effect. Stated by Adzkiya (2020), the security created by the school comes from the principal who uses an effective leadership style so that the school climate becomes conducive which creates a safe and comfortable atmosphere. The category on the disciplinary character variable shows the moderate

category. The dimensions of the character of discipline with the highest average are in the dimension of discipline in participating in classroom learning activities. Students feel that being active in class can help them to get good learning results. Students also ask questions on poorly understood material and are active in group work activities. This creates cooperation between students and other students and also cooperation between students and teaching teachers. The collaboration carried out in understanding and responding well to the learning that takes place, is a learning goal that needs to be achieved. In line with research conducted by Setiawan (2020), students who pay full attention to the material delivered in class will easily achieve learning objectives. Teaching and learning activities that take place well due to school rules that are obeyed by teachers and students. The existence of rules that bind them from schools and teachers in the classroom can make students obedient and disciplined in participating in the teaching and learning process. As Yakin et al. (2022) said, by applying rewards and punishments, teachers can encourage students and have the will to act better to carry out discipline according to applicable rules efficiently.

The hypothesis testing in this study showed that digital parenting and school climate significantly and positively affected disciplinary character. The presence of warmth and control from parents in using gadgets can form the character of discipline, and a healthy school climate can make students accustomed to doing good actions following applicable rules and norms. It is in line with research conducted by Muslimah et al. (2022) titled Authoritarian Parenting, School Climate, and Student Aggressiveness during the Covid-19 Pandemic, obtained the results of a significant influence of authoritarian parenting and school climate on aggressiveness. The application of authoritarian parenting from parents to their children shows that children can commit acts of violence and desire to hurt someone by not being disciplined with the rules and norms that apply. School climate has an immense contribution to the aggressiveness variable, where schools need to make positive changes in their school climate so that a conducive school culture has a good impact on students at the school; there is a feeling of joy when coming to school which has an impact on positive behaviour towards teachers, staff, and other students.

The support and education from the people around them and the environment where individuals interact can form the disciplined character individuals possess. According to Kusmiati et al. (2021), discipline is an act of self-control that encourages and does things according to the rules that apply in the social sphere. Hurlock (2002) states that discipline is a way for society to teach moral behaviour to children that the group approves. The goal is to teach children what is right and stress them to obey and act according to society's expectations. The family is the first place for individuals to learn, starting from how parents educate and apply good habits (Norlina et al., 2022). Parents have an active role in laying the foundations of education for their children (Susanto, 2020). The urgency of parenting that parents carry out to children must be considered, especially in today's digital era, where many people of all ages use their gadgets to seek information and entertainment. Protection, supervision, education, and affection are essential for children in protecting them from exposure to the internet, which has various impacts on their growth and development process. Konok et al (2020) says that children's knowledge and ability to use the internet can be an opportunity for their entertainment, but this can also be dangerous because of inappropriate content, so that children's development does not match what society expects. According to research from Tosun and Mihci (2020), parents are aware of their rights and responsibilities to their children when using digital devices; in this case, parents need to be proficient in using technology and the growing internet so

that parents create a social media environment that is safe and secure healthy for children. Najmudin et al. (2023) said the same thing, parents who carefully monitor the content their children watch and limit the time they use devices will help children form their disciplined character. This positive environment allows children to control themselves and have a disciplined character in using devices. It requires parents to work together to determine the right way of parenting and follow the values adopted and applied consistently, such as providing time for direct interaction, providing good role models, and implementing habits in the family that lead children to discipline and openness children using gadgets (Hariyani, 2020). Research from Carroll (2022) also shows that an authoritative parenting style can help children develop a disciplined attitude. This study's results align with the research from Ramadona et al. (2020), which shows a positive influence between parenting style variables and student discipline at SMK Tekindo Jaya Depok. According to the research by Setiawati and Hidayat (2020), parenting applied by parents is a process to support the physical, emotional, social and intellectual development of children until they are adults, which aims to help children control their behaviour, develop a disciplined character, and foster a sense of responsibility.

The family is not the only factor that influences the formation of the character of discipline in individuals. Schools where children study and interact can shape the character of the discipline. They spend much time at school, obeying school rules, interacting with school members, teaching and learning processes, and their activities in other school environments (Perwira et al., 2022). Activities in schools, interactions, teaching and learning processes, rules, and environmental conditions can form a complete school climate and a habit that shows the character of each individual. Schools with good safety can create a healthy school climate and allow students to develop socially and academically (Sholichah & Laily, 2022). Safety in schools creates freedom from acts of violence. If there is an act of violence, the school responds to the violation committed by the offender. Schools need to communicate the rules clearly so that students understand what is allowed and what is not allowed to do, which can shape their disciplinary character. Accepting differences from individuals and resolving conflicts swiftly and well can create a sense of safety. Thus, to maintain safety in schools, need to establish strict rules to create a conducive atmosphere and the formation of student discipline. It follows the results of research from Fitria (2019), which states that the safety created in the school environment provides a conducive atmosphere that influences the behaviour of the individuals around it. This refers to the quality and character of school life based on the pattern of experiences of students, parents and school residents regarding school life (Larson et al., 2019). A healthy school climate can shape the character of discipline in students. Research conducted by Itikar et al. (2020) explained that the presence of teachers in schools is an essential aspect of the organizational climate and the school principal's leadership, which has a positive or negative influence on student discipline and creativity. The formation of student discipline, influenced by the school climate, makes students self-aware in doing something, especially in learning. According to Aulia et al. (2019), this high self-awareness is due to a positive school climate that makes students independent and able to focus on learning.

Teaching and learning activities in the classroom have a teacher who plays a role in imparting knowledge to students. The teacher also has the task of forming the character of students' discipline with good examples, advice, guidance, and applied rules. The existence of rules made by the teacher can help students improve their disciplinary character so that they can understand their duties and responsibilities. Students also

understand that there are consequences that they will receive if they comply or do not comply with the rules. Yakin et al. (2022) said that teachers who provide rewards and punishments could encourage students to behave better according to applicable rules. The students who feel a healthy climate in school will uphold justice. Nuraripiniati and Borualogo (2021) state that determining fair and impartial rules for a group can form student discipline. Well-established relationships can also help students prioritize academically due to a sense of being part of the school and people who can help students when they have emotional problems in the school environment. Dodent et al. (2022) say that the school climate involves an emotional social environment with teachers who care about the emotional condition of students. school climate influenced fidelity, schools that create safe/supportive environments can maximize the effective implementation of complex strategies like discipline character (Elrod et al., 2021).

The limitation of this study was that the sample who became respondents was only comprehensive in the ninth grade because the time spent in fieldwork coincided with ninth-grade students who had graduated from junior high school. The statement items filled out were too many for students, so some felt bored and less than optimal in filling out the questionnaire.

Conclusion and Recommendation

Conclusion

This study shows that the average value of students' digital parenting is in the low category, the discipline character is in the medium category, and the school climate is in the high category. This study obtained the results of a significant and positive effect of digital parenting and school climate on the discipline character in students at one of the Public Junior High Schools in East Jakarta. Digital parenting in students shows low results and is not optimal in its application, so parents need to exercise control and establish warm, close relationships with children by using internet-connected devices to improve children's disciplinary character. The school climate also influences the discipline character, so the school needs to maintain the quality of a healthy school climate, which impacts students' habits regarding discipline. Thus, the higher the application of digital parenting and the healthier or more open the school climate, the higher the character of discipline in students.

Recommendation

Based on the results, several suggestions can improve the discipline character in students. Parents need to establish close relationships with children, such as communicating rules to each other in accessing the internet, being good friends for children who are supportive and listening to children, being educators, and exercising control that applies rules with punishments and rewards for every action taken by children. On the part of the school, in improving the character of discipline in students, it is necessary to create a healthy school climate with rules that uphold justice and mutual respect, ensure student safety, and a conducive teaching and learning process. Future researchers can use this research as a reference for examining related variables.

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