Fatmawati, F., Sutisna, M., Sunandi, I.
The Influence of Parental Comunication Patterns on the Social Development and Discipline
DOI 10.37640/ice.03.1189
In *Proceedings of the 3rd International Conference on Education* (ICE 2024), pages 157-167
e-ISSN 2964-7479
Copyright © 2024 by Fatmawati, Mohamad Sutisna & Isep Sunandi

The Influence of Parental Communication Patterns on the Social Development and Disipline

Fatmawati[1]*, Mohamad Sutisna[2], Isep Sunandi[3]
[1]SMK Ibnu Sina, Bogor, Indonesia
[2]STKIP Arrahmaniyah, Depok, Indonesia
[3]Universitas Linggabuana PGRI, Sukabumi, Indonesia
*watifatmawati030575@gmail.com

Abstract

This study aims to determine the effect of parental communication patterns on the social development and discipline. This study uses a quantitative approach with a survey method. The independent variable in this study is parental communication patterns, while the dependent variable is student social development and discipline. Based on the results of the study, a significance value of 0.000 was obtained which is smaller than 0.05, meaning that there is an influence of parental communication patterns on students' social development. The R Square value of 0.436 also provides an illustration that 43.6% of the variation in students' social development can be explained by the communication patterns used by parents. There is an influence of parental communication patterns on student discipline. In addition, the R Square value of 0.411 indicates that around 41.1% of the variation in student discipline can be explained by parental communication patterns, indicating a strong influence between the two variables. Furthermore, parental communication patterns have a significant influence on students' social development and discipline simultaneously. The R Square value of 0.542 shows that 54.2% of the variation in students' social and disciplinary development can be explained by parental communication patterns.

Keywords: Communication Patterns, Discipline, Social Development.

1 INTRODUCTION

Parental communication patterns play a crucial role in shaping students' social development and discipline. Effective communication between parents and children not only creates a foundation for a healthy relationship, but also has a direct impact on the social and disciplinary aspects of children's development. Parents act as primary role models for children in understanding social norms, values, and ethics. Parental communication is an important bridge in shaping children's social identity and their ability to interact positively with the surrounding community. Emotionally supportive communication from parents can provide a strong foundation for children to develop social skills. This support helps children feel safe, accepted, and confident in interacting with others.

Parents should create good communication in the family, especially towards children. Good influence will be more easily accepted if there is communication, but on the other hand many difficulties arise in parent education towards children due to the breakdown of communication between parents and children. Inconsistency in parental communication patterns can create confusion for students. Therefore, it is important to understand the extent to which consistency in parental communication can affect the clarity of rules and expectations, which in turn impacts student discipline.

If parents are skilled in communicating with their children, then the child will feel that they have better control over themselves. Clearly the purpose of good communication with

children is to create a warm friendly climate, so that children feel safe to tell their parents about their problems. And with an open attitude, willing to understand, comprehend and pay attention to what they experience and feel. Reciprocal or two-way communication is good communication. It is very fortunate for children who have very democratic parents because then the communication that occurs is two-way. As quoted by Jalaludin Rahmat, in order for good communication to occur there must be signs of communication, and the signs of communication are as follows: 1) Contains understanding, 2) Pleasure, 3) Influences attitudes, 4) Good social relationships, and 5) Actions (Jalaludin Rahmat; 1991).

Communication carried out by parents can stimulate, encourage, motivate, and even reward children. All things that happen in the family when children are in the growth and development period from all aspects of parents and children simultaneously and together influence each other stating that each family member plays a role in stimulating the behavior of other members (Saifudin Zuhri; 2009). Family communication cannot be equated with communication between ordinary group members. Communication that occurs in a family is not the same as communication in other families (Siti Rahmah; 2018). Each family has its own communication pattern. The relationship between parents and children is always influenced and determined by the attitude of the parents themselves, both attitudes related to affection and dominance, because in reality there are parents who dominate, who pamper, are indifferent and there are parents who are close, open and friendly with their children.

However, in reality, the level of parental awareness in educating adolescent behavior through communication is still in the low category (Bunsaman et al.; 2020). In fact, adolescence can be called a transitional period because during this period there are changes in physical and spiritual functions (Farhatilwardah et al.; 2019). Adolescence is a period of searching for identity and trying to free oneself from the parental environment, therefore adolescence is a very important period in the formation of values (Amita; 2019). Adolescents in the information technology era search for identity through social media, which sometimes makes them experience emotional conflict with themselves (Masduki; 2021). The globalization situation experienced by adolescents has contributed greatly to the conflict, even though adolescents are actually the nation's successors to create peace (Kurniawati & Faiz; 2022). Globalization cannot be underestimated because of its negative impact on adolescents which brings about shifts in behavior and shakes the defense of positive values in these adolescents (Marwoko; 2019).

In the initial observation in class XII SMK Ibnu Sina Bogor regarding social skills, the results obtained Students tend to be involved in social conflicts with classmates. They may have difficulty resolving differences or conflicts in a positive and constructive manner. Students show a lack of ability to understand the feelings and perspectives of others. They are less responsive to the emotional needs of classmates or have difficulty reading social signals. Students show signs of social anxiety, such as discomfort in social situations, fear of public speaking, or reluctance to join in group activities. Students show difficulty understanding and following social norms that apply in the school environment. They may take actions that are considered inappropriate or are unfamiliar with certain social rules.

Syamsu Yusuf (2007) stated that social development is the achievement of maturity in social relationships. Social development can also be interpreted as a learning process to adapt to group norms, morals and traditions. According to Hurlock (2011), social development is the acquisition of behavior that is in accordance with social demands. Becoming a person who is able to socialize requires three processes. Each process is separate and very different from each other, but interrelated, so that failure in one process will reduce the level of individual socialization. According to Masitoh (2009), social development is the development of a child's behavior in adapting to the rules of the society in which the child is located. Social development is obtained by children through maturity and learning opportunities from various responses to themselves. Meanwhile, Muhbin said that social development is the process of forming a social self (person in society), namely a person in a family, culture, nation, and so on (Nugraha; 2004). Children's social abilities are obtained from various opportunities and experiences of socializing with people in their

environment (Ahmad; 2012). This child's social abilities will determine the character of the student. Character consists of three interrelated parts, namely; moral knowledge, moral feelings, and moral behavior. Good character consists of knowledge of goodness, desire for goodness and doing good (I Made Sutika; 2017).

Furthermore, observations about student discipline, obtained results Students often violate school rules, such as being late to class, not wearing uniforms properly, or ignoring established rules and regulations. Students have difficulty staying focused and involved in classroom learning. They are distracted, chatting, or doing activities unrelated to learning. Students show a lack of attention to ethical norms and moral values that apply in schools, such as speaking rudely, insulting, or committing unethical acts. Students show a negative attitude towards school, lack of enthusiasm for learning, and lack of sense of responsibility towards the educational environment.

Discipline is a person's willingness that arises with self-awareness to follow the rules that apply in an organization (Agustin; 2020). Discipline is a way for society to teach children to behave morally in a group (Imam Musbikin; 2021). According to Sobri (2020) discipline is an individual's obedience to carry out the rules that apply in a social group with full awareness of controlling and directing themselves in behaving. Student discipline in schools can be interpreted as student obedience and compliance in carrying out the rules that apply in the school environment consistently and seriously for the smooth running of the teaching and learning process (Huninhatu, et al. 2021). Self-discipline is seen through neatness, punctuality, thrifty attitude, and others (Garmo; 2013).

2 RESEARCH METHODS

The research method used by the researcher is a correlational research method with survey techniques. Correlational studies are studies intended to determine whether there is a relationship between two or more variables. Population is a generalization area consisting of subjects or objects that have certain qualities and characteristics and are determined by researchers to then draw conclusions (Sugiyono; 2013). The population in this study were all 120 students in grade XII. Data collection techniques for the variable of parent communication patterns used an attitude scale questionnaire. The measuring instrument to obtain data on student social development also used an attitude scale questionnaire, while the measuring instrument to obtain student discipline data used a behavior scale questionnaire. Furthermore, the validity and reliability of the instrument are calculated. An instrument is said to be valid if it is able to measure what is desired and can reveal data from the variables studied accurately. The high or low validity of the instrument indicates the extent to which the data collected does not deviate from the description of the intended validity. Reliability is an instrument that is sufficiently reliable to be used as a data collection tool because the instrument is good.

Data analysis is carried out to find answers to the problems that have been raised and to test the research hypothesis. The stages for analyzing data are questionnaire data analysis, analysis requirements testing and hypothesis testing. Analysis requirements testing is intended to determine whether the collected data meets the requirements for analysis or not (Pudjiastuti; 2022). This test includes normality tests and linearity tests. The normality test is carried out to determine whether the data distribution is normally distributed or not. The linearity test aims to determine whether two variables have a linear relationship or not significantly. This test is usually used as a prerequisite in correlation analysis or linear regression. After the analysis requirements are met, both normality and linearity tests, the analysis for hypothesis testing can be carried out. Hypothesis testing is carried out using simple correlation analysis and multiple correlation. Furthermore, to find out whether the relationship between the three variables occurs significantly, the F test is carried out. To find out whether the influence between the two variables occurs significantly, the R test is carried out.

3 RESULT AND DISCUSSION

3.1 Analisis Statistic.

The collected data is then processed and analyzed to obtain answers to the problems that arise in this study. The data analysis method used in this study was analyzed with the help of SPSS version for Windows software.

3.1.1. The influence of parental communication patterns on students' social development

This correlation analysis aims to identify the influence between the variables of Parental Communication Patterns and the variables of Student Social Development. To determine whether the correlation exists, it can be seen from the alpha value (α). If the value of α <0.05, then it can be concluded that there is an influence between Parental Communication Patterns and Student Social Development. The following is the data obtained from the calculation:

Table 1. ANOVA Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2780,664	1	2780,664	40,970	,000b
	Residual	3597,154	53	67,871		
	Total	6377,818	54			

Model	Sum of Squares	df	Mean Square	F	Sig.

a. Dependent Variable: Sosial

b. Predictors: (Constant), Komunikasi

Source: SPSS 2024 Calculation Results

Based on the results of the ANOVA regression test on the influence of parental communication patterns on students' social development, the regression value is 2780.664 with a degree of freedom (df) of 1 and a mean square of 2780.664. The resulting F value is 40.970 with a significance (p) of 0.000. Because this significance value is less than 0.05, it can be concluded that parental communication patterns have a significant influence on students' social development. The remaining variation is explained by the residual of 3597.154 with a mean square of 67.871 and a degree of freedom of 53. The total variation in this model is 6377.818.

Table 2. t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	60,981	7,789		7,829	,000
	Komunikasi	,434	,068	,660	6,401	,000

a. Dependent Variable: Sosial

Source: SPSS 2024 Calculation Results

Based on the results of the t-test for the influence of parental communication patterns on students' social development, it is known that the constant value is 60.981 with a t value of 7.829 and a significance of 0.000. For the parental communication variable, the regression coefficient B value is 0.434 with a standard error of 0.068. The resulting t value

is 6.401 with a significance of 0.000. Because the significance value is less than 0.05, this indicates that parental communication patterns have a significant influence on students' social development. The standardized Beta value of 0.660 indicates that the influence of parental communication patterns on students' social development is strong and positive.

Table 3. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,660[a]	,436	,425	8,238

a. Predictors: (Constant), Komunikasi

Source: SPSS 2024 Calculation Results

Based on the results of the determination coefficient test, the R value of 0.660 indicates a fairly strong relationship between parental communication patterns and students' social development. The R Square value of 0.436 indicates that 43.6% of the variation in students' social development can be explained by parental communication patterns. Meanwhile, the Adjusted R Square value of 0.425 indicates that after being adjusted for the number of independent variables in the model, around 42.5% of the variation in students' social development can still be explained by parental communication patterns. The Std. Error of the Estimate value of 8.238 indicates the standard error rate in this prediction model.

3.1.2. The influence of parental communication patterns on student discipline

This correlation analysis aims to evaluate the influence between the variable Parental communication patterns and the student discipline variable. To determine the existence of this correlation, the alpha value (ɑ) can be used. If the ɑ value <0.05, it can be concluded that there is an influence between Parental communication patterns and student discipline. The following is the data obtained from the calculation:

Table 4. ANOVA Test Results

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1758,478	1	1758,478	37,002	,000b
	Residual	2518,762	53	47,524		
	Total	4277,240	54			

a. Dependent Variable: Disiplin

b. Predictors(Constant), Komunikasi

Source: SPSS 2024 Calculation Results

Based on the results of the ANOVA regression test on the influence of parental communication patterns on student discipline, the Regression value is 1758.478 with a degree of freedom (df) of 1 and a Mean Square of 1758.478. The resulting F value is 37.002 with a significance (p) of 0.000. Because this significance value is smaller than 0.05, it can be concluded that parental communication patterns have a significant influence on student discipline. The remaining variation is explained by the Residual of 2518.762 with a Mean Square of 47.524 and a degree of freedom of 53. The total variation in this model is 4277.240.

Based on the results of the t-test on the influence of parental communication patterns on student discipline, the constant value is 72.195 with a t value of 11.077 and a significance of 0.000. For the parental communication variable, the regression coefficient B value is 0.345 with a standard error of 0.057. The resulting t value is 6.083 with a significance of 0.000. Because the significance value is less than 0.05, this indicates that

parental communication patterns have a significant influence on student discipline. The standardized Beta value of 0.641 indicates that the influence of parental communication patterns is quite strong and positive

Table 5. t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	72,195	6,518		11,077	,000
	Komunikasi	,345	,057	,641	6,083	,000

a. Dependent Variable: Disiplin

Source: SPSS 2024 Calculation Results

Table 6. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,641[a]	,411	,400	6,894

a. Predictors: (Constant), BOSP

Source: SPSS 2024 Calculation Results

Based on the results of the determination coefficient test, the R value of 0.641 indicates a strong relationship between parental communication patterns and student discipline. The R Square value of 0.411 indicates that 41.1% of the variation in student discipline can be explained by parental communication patterns. Meanwhile, the Adjusted R Square value of 0.400 indicates that after adjusting for the number of independent variables in the model, around 40% of the variation in student discipline can still be explained by parental communication patterns. The Std. Error of the Estimate value of 6.894 indicates the standard error rate in this prediction model.

3.1.3. The influence of parental communication patterns on students' social and disciplinary development

This correlation analysis is used to determine the influence of parental communication patterns on the variables of social development and student discipline. To find out whether the correlation exists or not, it can be seen from the alpha value (α). If α <0.05, it can be concluded that there is an influence of parental communication patterns on the variables of social development and student discipline. The following is the data obtained from the calculation:

Table 7. ANOVA Test Results

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	8007,987	2	4003,994	30,771	,000b
	Residual	6766,449	52	130,124		
	Total	14774,436	54			

Source: SPSS 2024 Calculation Results

Based on the results of the ANOVA regression test on the influence of parental communication patterns on students' social development and discipline, the Regression value is 8007.987 with a degree of freedom (df) of 2 and a Mean Square of 4003.994. The resulting F value is 30.771 with a significance (p) of 0.000. Because this significance value is smaller than 0.05, it can be concluded that parental communication patterns have a

significant influence on students' social development and discipline simultaneously. The remaining variation is explained by the Residual of 6766.449 with a Mean Square of 130.124 and a degree of freedom of 52. The total variation in this model is 14774.436, indicating that this regression model is quite good at explaining the influence of parental communication patterns on both variables.

Table 8. t-Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-41,461	20,346		-2,038	,047
	Sosial	,667	,173	,438	3,855	,000
	Disiplin	,733	,211	,394	3,470	,001

Source: SPSS 2024 Calculation Results

Based on the results of the t-test on the influence of parental communication patterns on students' social development and discipline, the constant value (Constant) is -41.461 with a t value of -2.038 and a significance of 0.047. For the social development variable, the regression coefficient B value is 0.667 with a standard error of 0.173. The t value for social development is 3.855 with a significance of 0.000, indicating that parental communication patterns have a significant effect on students' social development.

Meanwhile, for the discipline variable, the regression coefficient B value is 0.733 with a standard error of 0.211. The t value for discipline is 3.470 with a significance of 0.001, which also shows a significant effect of parental communication patterns on students' discipline. The standardized Beta values for social development and discipline are 0.438 and 0.394, respectively, indicating that both variables are positively influenced by parental communication patterns, with a stronger influence on students' social development.

Table 9. Determination Coefficient Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,736[a]	,542	,524	11,407

a. Predictors: (Constant), Disiplin, Sosial

Source: SPSS 2024 Calculation Results

Based on the results of the determination coefficient test, the R value of 0.736 indicates a strong relationship between parental communication patterns and students' social and disciplinary development. The R Square value of 0.542 indicates that 54.2% of the variation in students' social and disciplinary development can be explained by parental communication patterns. Meanwhile, the Adjusted R Square value of 0.524 indicates that after adjusting for the number of independent variables in the model, around 52.4% of the variation in both variables can still be explained by parental communication patterns. The Std. Error of the Estimate value of 11.407 indicates the standard error rate in this prediction model, which provides an overview of the model's accuracy in predicting students' social and disciplinary development based on parental communication patterns.

3.2 Research Discussion

3.2.1. The influence of parental communication patterns on the social development of grade XII students at SMK Ibnu Sina Bogor

A significance value of less than 0.05 was obtained, so it can be concluded that there is a strong relationship between these two variables. The t value obtained, which is 6.401 with a significance of 0.000, further indicates that the influence of parental communication

patterns is not only significant, but can also be considered very important in the context of students' social development. In addition, the standardized Beta value of 0.660 confirms that the influence is strong and positive, which means that the better the parental communication pattern, the better the social development experienced by students.

The R Square value of 0.436 also provides an illustration that 43.6% of the variation in students' social development can be explained by the communication patterns used by parents. This shows that although parental communication patterns are an important factor, there are other factors that also affect students' social development. However, this figure shows how important parental attention is in building good communication with children, because this can contribute significantly to their social progress.

In essence, good communication patterns between parents and children are very important in supporting children's social development. Open and respectful communication can increase children's self-confidence, which has a positive impact on their social interactions (Djamarah; 2004). It is important to remember that every family is unique, and effective approaches can vary depending on individual needs and characteristics. A good understanding of family communication can help create an environment that supports children's positive growth and development. This emphasizes the need for increased parental awareness to improve communication patterns to support their children's social development.

In her research, Aisyah (2007) emphasized that parents who actively communicate with their children tend to create a supportive environment, which allows children to adapt and interact with their peers more easily. Positive communication patterns help children understand the social norms and values needed to get along with others. The results of the analysis showed that parental communication patterns have a significant influence on students' social development. This suggests that positive communication patterns, such as openness, emotional support, and attention from parents, contribute significantly to building students' social skills, such as the ability to interact with peers, empathy, and managing social relationships. In other words, parents who are able to communicate effectively with their children not only support academic aspects, but also strengthen their social skills, which are essential for success in the wider social environment.

3.2.2. The influence of parental communication patterns on the discipline of class XII students at SMK Ibnu Sina Bogor

The results of this study indicate that parental communication patterns have a significant influence on student discipline, as indicated by a significance value that is smaller than 0.05. With a t value of 6.083 and a significance of 0.000, this finding confirms that communication built by parents greatly influences the level of children's discipline. In this context, effective communication patterns, which include clarifying expectations, emphasizing rules, and constructive feedback, contribute significantly to shaping students' disciplined behavior. In addition, the R Square value of 0.411 indicates that about 41.1% of the variation in student discipline can be explained by parental communication patterns, indicating a strong relationship between the two variables. This implies that the better the parental communication pattern, the higher the discipline that students can achieve.

This finding is important because it highlights the key role of parents in educating and guiding their children, and shows that positive communication strategies can be an effective tool in building the discipline needed for students' academic and social success. Effective communication between parents and children not only strengthens emotional bonds but also supports the development of children's discipline. Parents who communicate

rules clearly and consistently help children understand their boundaries and responsibilities (Irmalia; 2020).

Good communication between parents and children plays a crucial role in building children's self-discipline. Through open and effective communication, children not only feel cared for but also appreciated in every interaction. This creates a supportive environment where children feel comfortable expressing themselves and expressing their opinions. When children feel that their voices are heard, they are more likely to understand and accept the boundaries set by their parents. This constructive communication gives children a sense of security and confidence, which in turn shapes disciplined behavior (Syamsunardi; 2019).

Based on the results of the study, it can be concluded that parental communication patterns have a significant influence on student discipline. The results of the analysis show that almost half of the variation in student discipline, precisely 41.1%, can be explained by the communication patterns between parents and children. With effective, open, and caring communication, parents are able to create an environment that is conducive to the development of children's discipline. The better and more consistent the communication, the higher the level of discipline shown by students in their daily lives, both at school and in the home environment (Iriansyah, et al.; 2022).

3.2.3. The influence of parental communication patterns on the social and disciplinary development of class XII students at SMK Ibnu Sina Bogor

Based on the research results, it is known that parental communication patterns have a significant influence on the social development and discipline of students simultaneously. This is proven by the significant value which is smaller than 0.05, which confirms that communication carried out by parents plays an important role in both aspects. In addition, the R Square value of 0.542 shows that 54.2% of the variation in social development and student discipline can be explained by parental communication patterns. This means that more than half of the changes or differences in social abilities and levels of student discipline are influenced by how well the communication is established between parents and children.

Good communication, such as open dialogue, listening with empathy, and providing constructive feedback, will strengthen emotional relationships, increase self-confidence, and encourage students to be more disciplined and responsive to social norms. In line with the opinion that states that good communication in the family, especially between parents and children, can create an environment that supports self-discipline. Open communication based on love and affection plays an important role in shaping children's personalities, including disciplined behavior (Djamarah; 2004). Furthermore, Pratikno (2023) stated that effective communication between parents and children creates an open relationship, which allows children to feel safe and confident in facing challenges. This shows that open communication can improve discipline and social development, including problem-solving skills and other positive behaviors.

Based on the results of the study, it can be concluded that parental communication patterns have a significant influence on students' social development and discipline. The results of the analysis show that communication between parents and children not only forms a disciplined character in children but also contributes to their social development. With open and constructive communication, children feel cared for and appreciated, which in turn builds self-confidence and positive social skills. This finding is in line with the opinions of experts, such as Djamarah and Pratikno, who emphasize the importance of

communication in shaping children's personality and behavior. Therefore, strengthening good communication patterns between parents and children is a crucial step to support students' discipline and social development as a whole.

4 CONCLUSION

Based on the results of the research and analysis that have been presented, the following conclusions are obtained:

1. Based on the hypothesis test that has been carried out, the F value obtained is 40.970 with a significance (p) of 0.000. Because this significance value is smaller than 0.05, it can be concluded that parental communication patterns have a significant influence on students' social development. This shows that positive communication patterns, such as openness, emotional support, and attention from parents, contribute significantly to building students' social skills, such as the ability to interact with peers, empathy, and managing social relationships.
2. Based on the hypothesis test that has been carried out, the F value obtained is 37.002 with a significance (p) of 0.000. Because this significance value is smaller than 0.05, it can be concluded that parental communication patterns have a significant influence on students' discipline. With effective, open, and attentive communication, parents are able to create an environment that is conducive to the development of children's disciplined attitudes.
3. Based on the hypothesis test that has been conducted, the F value obtained is 30.771 with a significance (p) of 0.000. Because this significance value is smaller than 0.05, it can be concluded that parental communication patterns have a significant influence on students' social development and discipline simultaneously. The results of the analysis show that communication between parents and children not only forms a disciplined character in children, but also contributes to their social development.

5 REFERENCES

Agustin Sukses Dakhi, Kiat Sukses Meningkatkan Disiplin Siswa, (Sleman: Deepublish, 2020), hlm 2.

Ahmad, Susanto.2012. Perkembangan Anak Usia Dini. Jakarta:Kencana.

Aisyah, S. (2007). Hubungan antara pola komunikasi orang tua-remaja dengan konsep diri remaja.

Amita Diananda.(2019). Psikologi Remaja Dan Permasalahannya, Journal. Istigna, Vol. 1, Nomor.1, hlm.

Bunsaman, S., M., Krisnani, H. (2020). Penyalahgunaan Narkoba Pada Remaja. Program Studi Kesejahteraan Sosial, Fakultas Ilmu Sosial Dan Ilmu Politik

Djamarah, B. S. (2004). Pola Komunikasi: Orang Tua & Anak Dalam Keluarga, Jakarta: PT. *Reneka Cipta*.

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

Farhatilwardah, Hastuti, D., & Krisnatuti, D. (2019). Karakter Sopan Santun. Remaja: Pengaruh Metode Sosialisasi Orangtua dan Kontrol Diri. Jurnal. Ilmu Pendidikan.

Garmo, J. ,Pengembangan Karakter Untuk Anak: Panduan Pendidik, (Jakarta Pusat, DKI Jakarta, Indonesia: Kesaint Blanc, 2013), hlm 45.

Iriansyah, Herinto Sidik, dkk. (2022) "Pengaruh Budaya Hidup Tertib Terhadap Karakter Disiplin Dalam Belajar" *Jurnal Citizenship Virtues 1(2), 157-166.*

Huninhatu, AF, Pudjiastuti, SR & Sutisna, M. (2021) "Pengembangan Model Numbered Heads Together Secara Daring Dalam Meningkatkan Pemahaman Nilai Pancasila dan Pembentukan Karakter Disiplin" *Jurnal Citizenship Virtues 1(1), 35-41.*

Hurlock, Elizabeth B. (2011). Psikologi Perkembangan : Suatu Pendekatan Sepanjang Rentang Kehidupan. Jakarta : Erlangga

I Made Sutika, "Pola Komunikasi Keluarga Dalam Pendidikan Karakter Anak Di Lingkungan Keluarga", Jurnal Kajian Pendidikan Widya Accarya FKIP Universitas Dwijendra, Vol 8, No 2, 2017, hlm 3.

Imam Musbikin, Pendidikan Karakter Disiplin, (Nusa Media, 2021), hlm 6.

Irmalia, S. (2020). Peran orang tua dalam pembentukan karakter anak usia dini. *Jurnal El-Hamra: Kependidikan dan Kemasyarakatan*, *5*(1), 31-37.

Jalaludin Rahmat, Psikologi Komunikasi, Penerbit PT. Remaja Rosakarya, Bandung, 1991, h. 13.

Kurniawaty, I., & Faiz, A. 2022. Edukatif: Jurnal Ilmu Pedidikan. Strategi. Penguatan Profil Pelajar Pancasila di Sekolah Dasar. 4(4), 5170–5175.

Marwoko, G. Psikologi Perkembangan Masa Remaja. Tasyri'Jurnal Tarb. Syari'ah Islam. 26, 60– 75 (2019).

Masduki Duryat. (2021). Kepemimpinan Pendidikan: Meneguhkan Legimitasi. Dalam Berkontestasi Di Bidang Pendidikan. Bandung: PT. Remaja Rosakarya.

Masitoh, dkk. (2009). Strategi Pembelajaran TK. Surakarta: Universitas Terbuka.

Muhammad Sobri, Konstribusi Kemandirian dan Kedisiplinan tehadap Hasil Belajar, (Praya: Guepedia, 2020), hlm 17.

Nugraha, Rachmawati. 2004. Perkembangan Sosial dan Emosi. Modul Program. Studi Pendidikan Anak Usia Dini. Universitas Terbuka.

Pratikno, H. (2023). Strengthening Character Education Values through Indonesian Culture, Language and Literature Approaches. *Pendekar: Jurnal Pendidikan Berkarakter*, *6*(4), 279-285.

Pudjiastuti, Sri Rahayu (2019), *Metode Penelitian Pnedidikan,* Yogyakarta:Media Akademi.

Pudjiastuti, Sri Rahayu (2022), "The Role of Statsitics in Research to Improve Critical Thinking Skills" *JHSS Jornal of Humanities and Social Studies 6(3), 417-422.*

Saifudin Zuhri, "Pola Komunikasi Orang Tua Kandung Terhadap Anak Remaja yang Mengalami Depresi", Jurnal Ilmu Komunikasi, Vol 1, No.2, 2009, hlm 83.

Siti. Rahmah, "Pola Komunikasi Keluarga dalam Pembentukan Kepribadian Anak", Alhadharah: Jurnal Ilmu Dakwah, Vol. 17, No. 33, 2018, Hlm 16.

Sugiyono, *Metode Penelitian Pendidikan* Cet. 14, (Bandung: Alfabeta, 2012), h.297.

Syaiful Bahri Djarmarah, Pola Asuh Orang Tua dan Komunikasi dalam Keluarga, (Jakarta: Rineka Cipta, 2018), hlm 1.

Syamsu Yusuf LN. 2007. Psikologi Perkembangan Anak Dan Remaja. Bandung: Remaja Rosdakarya.

Syamsunardi, S. P., & Syam, N. (2019). *Pendidikan Karakter Keluarga Dan Sekolah*. Yayasan Ahmar Cendekia Indonesia.