

The Relationship Between Parenting Styles And Student Discipline Behavior In Physical Education And Health Learning In Upper-Grade Class Elementary School

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ABSTRACT

This study aims to determine the relationship between Parenting and Student Disciplinary Behavior in Learning Physical Education, Sports, and Health (PJOK) in high grades in elementary schools. Using a Quantitative approach with a Correlational method that aims to determine the relationship between two variables. Data were collected through instruments in the form of questionnaire sheets of parental parenting patterns and questionnaire sheets of student discipline in the subject (PJOK) as part of a survey research design filled out by 4th, 5th, and 6th-grade students in elementary schools selected as research samples from elementary schools in Cimanggung District. In this study, the sampling used the Total Sampling technique. The sample of this study amounted to 124 students using the SPSS version.26 software for Windows. Analyzing data using correlation through the stages of normality and linearity test, Kolmogorov-Smirnov, and performing the Pearson correlation test. The results showed that there is a significant and positive relationship between parenting patterns and students' disciplinary behaviour in the context of learning Physical Education, Sports and Health (PJOK) in high school classes. The analysis results produced a correlation coefficient (r) of 0.375 with a very low significance level (p) of 0.002. This significance level (p) of 0.002 is far below the conventional significance threshold set at 0.05. The implication of this study confirms that teachers and parents have a crucial role in creating a supportive learning environment that is responsive to students' disciplinary behaviour. Therefore, effective communication strategies, more adaptive learning approaches, as well as support from schools and parents, are important elements in improving their disciplinary behaviour during physical education learning.

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AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
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INTRODUCTION

The family is the first social environment for children, where they learn to interact and develop themselves. The interaction between children and parents is very important because this is where children gain knowledge, interests, skills, values, emotions, and

attitudes that will shape them. Every parent would want their child to grow up to be a smart, focused, and diligent individual in learning. They will go to great lengths to provide the best for their children to become successful adults. The way parents educate their children is very important for their growth, including in terms of learning. Every parent has their way of ensuring that their children grow up to be good and as expected (Novitalia, Umbu Tagela, 2023).

The problem that occurs is that there are still some students who often violate existing regulations, especially regarding clothing and arriving on time. As a result, many are late or do not wear sportswear during lessons (Fitriatun, 2022). This disturbs other friends and makes learning uncomfortable. Some students even become too lazy to join the lesson if the material is not to their liking. This behaviour certainly makes teachers and other students upset. According to Risal Arywibowo et al., (2017). Learning behaviour can also be influenced by one's habits, parenting, daily interactions, living situation, parents' financial situation, and family status.

Touching on the above problems, it will involve parenting patterns used in educating children, Parenting is the method by which parents interact with their children as a whole, including the process of teaching, protecting, and caring for them (Nabilah Lystia, 2023). The statement suggests that parents have a fundamental responsibility to educate their children in addition to providing for their safety and needs. Regarding this, one of the elements that must be instilled in the family from an early age is learning discipline (Rahmayanti, 2022). Disciplined study behaviour will help people understand what they can and cannot do according to the norms of life (Safari, 2016). For example, a student involved in educational activities at school is required to comply with the rules and regulations that apply at his or her school. One of the subjects involved in education is Physical Education, Sports and Health (PJOK). There are several meanings for physical education itself. Physical education is the process of learning about and through body movement (Rahman et al., 2021). The main objective is to develop physical abilities through activities such as sports, gymnastics, and exercises (Mulya, 2018). A person is considered to have received a good physical education if they can apply the values learned in various aspects of daily life. This means that physical education is not only about sports but also about how to apply these values in real life (Husdarta, 2011).

The way parents educate their children has a great deal to do with their behaviour and development in primary school, especially when it comes to learning. Many studies show that the way parents interact with their children, such as open communication, mutual respect, and involving children in decision-making, helps children become more independent and self-controlled. This type of parenting, called democratic parenting, has been shown to have a positive impact on children's learning achievement, readiness to learn at school, and behaviour in class (Sheillamita et al., 2023). When children are involved in decision-making, they become more confident and self-controlled. According to Afifah & Fathoni (2023) Democratic parenting, which is parenting that makes rules with children, helps them learn responsibility and discipline. It also makes children more prepared for the rules at school.

Parenting that is too rigid and doesn't care about children's feelings, such as authoritarian parenting, can be bad. Children are less happy, their school performance declines, and they may have difficulty controlling their emotions. As a result, they can get into trouble at school because they find it difficult to behave well. According to Dadı & Özer Yıldız (2023) harsh disciplinary measures, such as corporal punishment, can be bad for children. They find it difficult to get along with their teachers and peers. Therefore, parents and teachers need to use softer and more supportive methods. This way, children can grow and develop emotionally well. Parents who are active in their children's education have a great influence. These children are usually better-behaved and get better grades at school. In addition, for a child to be ready for school, it is not only the child who needs to be ready, but also the family and the surrounding environment. Thus, support from parents and the surrounding environment is very important. According to Suherman (2016) Children's readiness for school is not only about their ability to read or write. The environment they live in, how their parents educate them, and the conditions of the surrounding community also have a lot to do with it. Therefore, children's education is not only the responsibility of the school but also of the family and the surrounding environment.

Involving parents in a child's education is also very important, especially in encouraging constructive discipline methods. According to Hambala et al., (2023) Children who are taught in ways other than corporal punishment, such as talking to them and explaining to them, usually behave better. This is especially important in sports learning. If children are encouraged and praised when playing sports, they will be more motivated to be active and become fond of sports. In addition, parents need to act as role models for their children, as children often emulate their parents' views on discipline and physical activity. Parenting has a great impact on children's behaviour and their participation in physical education, according to Pangestuti et al., (2018) children learning sports will be more enthusiastic and well-behaved if their teachers or parents are warm and provide clear rules. Conversely, if children are often physically punished or treated harshly, they usually become less motivated to play sports and experience problems in their emotional development. According to Hadjicharalambous (2021) Children who are often subjected to harsh discipline have the potential to develop externalization problems. This condition may manifest in the form of disruptive behaviour in the physical education classroom environment, hindering their active participation and learning process. Harsh discipline can create emotional distress and psychological instability in children, which in turn triggers negative behaviours as a form of release. These disruptive behaviours not only disrupt the smooth running of teaching-learning activities but can also affect children's social interactions and motor skill development. Therefore, educators and parents need to implement a more positive approach to discipline that focuses on developing children's self-understanding and responsibility.

Children's active participation in physical education in primary schools can be optimized through the implementation of effective parenting, which emphasizes active engagement and positive reinforcement. Conversely, the implementation of harsh disciplinary measures tends to inhibit children's motivation and participation.

Several studies are relevant to my research, including: "Pengaruh Pola Asuh Orang Tua Terhadap Disiplin Belajar Siswa" (Novitalia, Umbu Tagela, 2023) The result is that there is a significant relationship between parenting patterns and the learning discipline of students in class XI of the Fashion Management Department of SMK Negeri 1 Bancak, Semarang Regency. This is indicated by the t-count (2.954) > t-table (2.035) and the p-value of (0.004) < 0.05. This means that the high and low learning discipline of students at SMK Negeri 1 Bancak is strongly influenced by parenting. "Analisis Pola Asuh Orang Tua Terhadap Kedisiplinan Belajar Siswa Kelas Iv Sd Negeri 3 Sidorejo Kendal" (Tyaningtyas et al., 2021) In this study, the result is that the application of parenting patterns correlates with student learning discipline obtained from student learning achievement at school. "Hubungan Pola Asuh Orang Tua Terhadap Perilaku Disiplin Siswa Dalam Pembelajaran Pendidikan Jasmani Olahraga Dan Kesehatan (Studi Pada Siswa Kelas Xi-5 Dan Xi-9 Sma Negeri 7 Surabaya Tahun 2016/2017)" (Risal Arywibowo et al., 2017) This study found that authoritative parenting is the most significant factor in influencing student discipline. Next "Hubungan Pola Asuh Orang Tua dan Karakter Disiplin Peserta Didik Kelas V SDN X Surabaya" (Faridatun Nurul Mahmudah, 2024) The results of the analysis show that permissive and neglectful parenting have a significant negative correlation with children's disciplinary character. In contrast, authoritarian and democratic parenting tend to be more effective in shaping high disciplinary character in students. The implication is that appropriate parenting not only improves discipline but also academic achievement and positive behaviour in school.

Previous studies discussed the positive correlation between parenting patterns and learning discipline of vocational students in the field of fashion, the relationship between parenting patterns and academic achievement of elementary school students, authoritative parenting as the dominant predictor of the level of learning discipline of high school students, and the differential impact of permissive and authoritarian parenting on the formation of the disciplinary character of elementary school students. However, most of the existing studies tend to focus on learning discipline in general, or in the context of certain theoretical subjects. This study, focusing on PJOK subjects with an emphasis on physical activity and social interaction, has the potential to present different dynamics in the relationship between parenting and student discipline. In addition, the focus on high-grade elementary school students allows exploration of discipline development at a crucial age stage.

Of course, this research needs to be done because parenting has a very important role in shaping students' disciplinary behaviour, especially in the context of Physical Education, Sports and Health (PJOK) learning in elementary schools. Students' discipline when participating in PJOK lessons is an important factor in their success in achieving learning objectives. So it needs to be investigated whether there is a significant relationship between parenting patterns and students' disciplinary behaviour in learning PJOK in high school classes, and whether there is a relationship between the two variables. From the results of data processing and data analysis, we can conclude how much the relationship between parenting patterns and students' disciplinary behaviour in learning PJOK in high grades in elementary schools.

The null hypothesis (H_0) in this study states that there is no significant relationship between parenting patterns and students' disciplinary behaviour in learning physical education sports and health in high grades in elementary schools so parenting patterns have no relationship to the level of students' disciplinary behaviour in learning physical education sports and health in high grades in elementary schools. In contrast, the alternative hypothesis (H_1) states that there is a significant relationship between parenting style and students' disciplinary behaviour in learning physical education sports and health in high grades in elementary schools, where parenting style can affect students' disciplinary behaviour in learning physical education sports and health in high grades in elementary schools, both positively and negatively.

METHODS

The participants in this study were grade 4,5,6 students from elementary schools in Cimanggung District. There are 30 elementary schools spread throughout the district. In this study, the sampling used the Total Sampling technique. This study examines the relationship between parenting patterns and student discipline behaviour in learning Physical Education, Sports and Health (PJOK). Using a Quantitative approach with a Correlational method that aims to determine the relationship between two variables. Data were collected through instruments in the form of questionnaire sheets of parental parenting patterns and questionnaire sheets of student discipline in the subject (PJOK) as part of a survey research design filled in by 4th, 5th, and 6th-grade students in elementary schools selected as research samples. There are two types of research instruments for collecting data. This data is in the form of a parental parenting questionnaire developed by the self-assessment method, which is arranged in the form of a Likert scale with five answer choices. This instrument measures four main aspects of parenting, namely; (1) democratization and openness in the atmosphere of the family environment, (2) parental control over children's behavior, (3) togetherness of parents and children in the application of moral values, and (4) parents' ability to understand children's world (Marsono, 2016) Furthermore, a student discipline questionnaire with 36 questions and interview guidelines were used in this research tool. The purpose of this questionnaire is to measure how disciplined students are in physical education, sports, and health (PJOK) subjects. This questionnaire contains statements related to student discipline behaviour during learning (PJOK). Respondents are students who answer a series of statements about disciplinary behaviour by choosing one of four options: Always (SL), Often (SR), Ever (P), or Never (TP). They also provided personal information such as name, gender, and grade. The statements addressed topics such as being on time, paying attention in class, taking care of facilities, completing assignments, using space consistently, and attitudes towards infractions or punishments (Jayanti, 2019).

At the data analysis stage, using the *SPSS version.26 software for Windows*. Analyzing data using correlation through the stages of normality and linearity tests Kolmogorov-Smirnov as a pre-requisite test to determine whether data is normally distributed and to test the relationship between variables, After going through this stage, the researcher

conducted a Pearson correlation test to measure the closeness of the linearity relationship between the two variables assuming the data was normally distributed.

RESULTS AND DISCUSSION

Before discussing the relationship between parenting and student discipline, this study will first conduct a pre-requisite test to ensure the validity of the correlational analysis. The test results of the normality and linearity tests show that the data obtained meet the necessary assumptions. Furthermore, the Pearson correlation test results prove that there is a significant positive relationship between the two variables. In this section, the researcher will discuss these results in depth, as well as their implications for understanding the relationship between parenting and student discipline. The results are as follows:

Table 1.
Tests of Normality

	Statistic	Kolmogorov-Smirnov ^a df	Sig.
Parenting	,073	124	,173
Discipline	,060	124	,200*

Findings from the Normality Test of Parenting and Discipline Variables:

The Parenting variable has a significance level (Sig.) of 0.173, 124 degrees of freedom (df), and a Kolmogorov-Smirnov statistical value of 0.073. Then the Discipline variable is 0.060 with a significance level (Sig.) of 0.200 and a degree of freedom (df) of 124.

Analysis of Findings. If the significance value (Sig.) in the normality test is greater than 0.05, the data is considered normally distributed. Given the test results shown:

The significance value for the Parenting variable, determined by the Kolmogorov-Smirnov test, is greater than 0.05 (0.173). This indicates that the data for the Parenting variable is normally distributed. Furthermore, the variable for discipline. The significance value of the Discipline variable is greater than 0.05 (0.200), just like the Parenting variable. This indicates that the data for the Discipline variable is also normally distributed. The data from the Parenting and Discipline variables are normally distributed, so this normality assumption is met.

Then, to find out whether the two variables have a linear relationship, the linearity test will be carried out as a condition to fulfill the prerequisite test in correlational analysis. The results are as follows:

Table 2.
ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
Parenting*	Between	(Combined)	25117,771	48	523,287	1,313	,143
Discipline	Groups	Linearity	7741,164	1	7741,164	19,424	,000
		Deviation from Linearity	17376,606	47	369,715	,928	,604
	Within Groups		29890,576	75	398,541		
	Total		55008,347	123			

As can be seen in the table, the obtained results in the Linearity column. This significance value is very small, namely (Sig.) 0.000 which is less than 0.05. This indicates that there is a significant linear relationship between the Parenting variable and the Discipline variable. In other words, parenting has a clear influence on children's discipline.

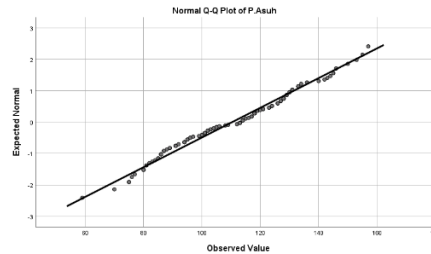


Image 1.

The results of the Normality Test through visual methods on parental parenting variables were loaded through the SPSS version.26 software for Windows.

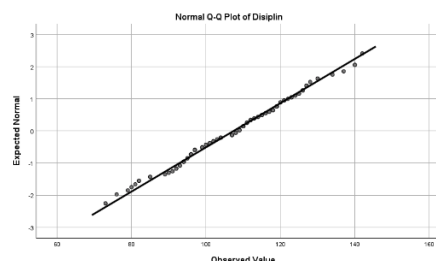


Image 2.

Results of Normality Test through visual methods on Student Disciplinary Behavior variables loaded through SPSS version.26 software for Windows.

After going through the pre-requisite test stage, the researcher conducted a Pearson correlation test to measure the closeness of the linear relationship between the two variables, assuming the data was normally distributed. So that the results are as follows:

Table 3.
Correlations

		Parenting	Discipline
Parenting	Pearson Correlation	1	,375**
	Sig. (2-tailed)		,000
	N	124	124
Discipline	Pearson Correlation	,375**	1
	Sig. (2-tailed)	,000	
	N	124	124

Based on these results, the correlation coefficient (Pearson Correlation):

There is a significant positive relationship between parenting and discipline ($r = 0.375$, $p < 0.01$). This means that the higher the Parenting score, the higher the Discipline score, and vice versa. Furthermore, the significance value (p-value) is 0.000. This value is very small, less than 0.01 which indicates that the relationship between Parenting and Discipline is very significant.

This study aims to analyze the relationship between parenting patterns and students' disciplinary behaviour in learning (PJOK) high grades in elementary schools.

The sample of this study amounted to 124 students. Based on the results of data analysis in this study, the correlation coefficient (r) showed a value of 0.375 with a significance value (p) of 0.002. The value of $p < 0.05$ indicates that the relationship between the two variables is statistically significant. So that the results obtained in this study show that the way parents nurture (parenting patterns) has a strong relationship to student discipline behaviour in learning Physical Education, Sports, and Health (PJOK) in high school classes. These results are in line with previous research which states that parenting patterns have a big relationship to student learning discipline (Afifah & Fathoni, 2023). In addition, research by Tyaningtyas et al., (2021) also shows that the application of parenting patterns has a positive correlation with the learning discipline of students at SD Negeri 3 Sidorejo Kendal. They found that children raised in family environments tend to have better-disciplined behaviour at school.

Another study by Risal Arywibowo et al., (2017) expresses that authoritative parenting is a significant factor influencing student discipline at SMA Negeri 7 Surabaya. This shows that a parenting approach involving open communication and joint rule-setting can help improve student discipline.

The position of this research in the latest research landscape is highly relevant because it focuses on the PJOK subject, which involves physical activities and social interactions. Unlike many previous studies that primarily discuss learning discipline in general or in the context of theoretical subjects, this research offers a new perspective on how parenting styles can influence students' disciplinary behaviour in the context of physical education.

Recent research by Faridatun Nurul Mahmudah (2024) also shows that permissive and neglectful parenting styles have a negative correlation with children's discipline character. These findings strengthen the argument that appropriate parenting not only enhances discipline but also contributes to academic achievement and positive behaviour in school.

The findings of this study have important implications for educators and parents. First, educators need to be aware that parenting styles can influence students' disciplinary behaviour in the classroom. Therefore, teachers need to create a supportive and inclusive learning environment to encourage active student participation. Secondly, parents need to understand their role in shaping their children's disciplined behaviour. By implementing a supportive and positive parenting style, they can help children develop good habits in learning and behaviour at school. Third, educational policies should consider the importance of parental involvement in their children's education. Programs that involve parents can help raise awareness about the importance of parenting styles in supporting children's discipline (Faridatun Nurul Mahmudah, 2024).

CONCLUSION

The conclusion of this study overall shows that there is a significant and positive relationship between parenting styles and student discipline behaviour in the context of Physical Education, Sports, and Health (PJOK) learning in upper elementary school grades. This assertion is based on a rigorous quantitative analysis of data collected from 124

students, using the Pearson correlation test. The results of the analysis yielded a correlation coefficient (r) of 0.375 with a very low significance level (p) of 0.002. The significance level (p) of 0.002 is far below the conventional significance threshold set at 0.05. In statistics, this provides strong evidence to reject the null hypothesis (H_0), which states that there is no relationship between parental upbringing and student disciplinary behaviour. Thus, these findings support the alternative hypothesis (H_1), which implies that parental upbringing indeed has a significant impact on students' discipline levels in PJOK learning.

A correlation coefficient of 0.375 indicates the direction and strength of the relationship between the two variables. A positive value on the correlation coefficient indicates that the relationship is unidirectional; in other words, an improvement in the quality of parental upbringing tends to be associated with an improvement in students' disciplinary behaviour. However, it is important to note that the value of 0.375 indicates a moderate correlation strength. This means that although the relationship between parenting styles and student discipline is significant, other factors beyond parenting can also influence student discipline. The implications of this conclusion are highly relevant to the research objectives, which aim to specifically analyze how parenting styles relate to student discipline in the context of PJOK learning. The context of PJOK is unique because it involves physical activities, social interactions, game rules, teamwork, and competition. Therefore, discipline in PJOK not only includes adherence to rules but also the ability to cooperate, respect opponents, manage emotions, and demonstrate sportsmanship. This research highlights that parental upbringing plays an important role in shaping such behaviours in students. Furthermore, this conclusion provides an empirical basis for educators, parents, and policymakers to develop more effective strategies and interventions for improving student discipline. For example, programs that involve parents in their children's education, parenting training for parents, and teaching approaches that support the development of self-discipline in students can be based on the findings of this research.

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