
Effect of Mother's Discipline Parenting Pattern on Discipline Character of Kindergarten Children

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Abstract

This research aimed to analyze the effect of maternal discipline on discipline of children at two kindergarten in Bogor City. The research design used was a cross sectional study involving 46 mothers and children, selected by accidental sampling, and the data were collected using a questionnaire. Parenting discipline was measured using a questionnaire of The Dimensions of Discipline Inventory (DDI), which was adapted and modified from Straus and Fauchier (2011) with a Cronbach's alpha value of 0.864, and Character Development Questionnaire Preschooler adapted and modified from Hastuti (2014) with a Cronbach's alpha value of 0.649. The results showed that there was a significantly positive correlation between the length of education and mother's implementation of discipline, and there is a significantly positive correlation between marital status with cognitive appraisal of discipline. Cognitive appraisal of discipline is an opinion or judgment against parent parenting discipline either approved or not. Discipline of children was influenced by mother's length of education, mother's age, and situation in the application of discipline by mother (R^2 Adjusted= 0.492). The situation in the application of discipline is a state or condition of the mother when applying disciplinary behavior to children.

Keywords: *discipline, maternal, parenting, children, kindergarten*

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pola asuh disiplin ibu terhadap karakter disiplin anak usia taman kanak-kanak pada TK di Kota Bogor. Desain penelitian menggunakan *cross sectional study* yang melibatkan 46 orang anak dan ibunya, dipilih secara *accidental sampling* dan diwawancarai dengan kuesioner. Pola asuh disiplin diukur menggunakan kuesioner *The Dimensions of Discipline Inventory* (DDI) yang diadaptasi dan dimodifikasi dari Straus dan Fauchier (2011) dengan nilai *cronbach's alpha* 0.864, dan Kuesioner Perkembangan Karakter Anak Usia Prasekolah yang diadaptasi dan dimodifikasi dari Hastuti (2014) dengan nilai *cronbach's alpha* 0.649. Hasil menunjukkan bahwa terdapat hubungan positif signifikan antara lama pendidikan ibu dengan cara implementasi disiplin dan terdapat hubungan positif signifikan antara status pernikahan utuh dengan penilaian kognitif. Penilaian kognitif merupakan pendapat atau penilaian orang tua terhadap pola asuh disiplin baik yang disetujui maupun tidak. Karakter disiplin anak dipengaruhi oleh lama pendidikan ibu, usia ibu, dan situasi dalam penerapan disiplin (R^2 Adjusted= 0.492). Situasi dalam penerapan disiplin merupakan suatu keadaan atau kondisi orang tua ketika menerapkan perilaku disiplin kepada anak.

Kata kunci: *disiplin, ibu, pengasuhan, anak, taman kanak-kanak*

Introduction

The level of discipline in Indonesian society is still low. According Helmi (1996), the quality of labor in Indonesia is still not good. This is because most workers have low education. Even, according to experts, the quality of work ethic and discipline of the labor is still relatively low, so it isn't surprised if until now, the level of discipline in society is still relatively low, especially in terms of time discipline. This cultivation of disciplinary values needs to be done from childhood because children in the early age phase can be regarded as a golden age that occurs only once in the life span development. This phase is also a critical phase for child development. One of the important things in this phase is education given since early age especially in instilling moral values through education in kindergarten. Moral development in early childhood is the child's understanding of the rules. In addition, according to Lickona (1992), children in childhood or preschool phase can be given the character education in the form of teaching about discipline and can be directed to the good things, especially when the child is getting bigger.

Family is the main place where children are educated and raised. Any behavior of parents who applied in the family, especially mothers must have an effect on the formation of the personality and character of a child (Megawangi 2009). This behavior consists of affection, touch, emotional attachment, as well as the planting of values that can affect the child's character. The greatest attention is usually given in terms of discipline. Almost all children have experienced punishment. The punishments included physical punishments such as punching and slapping, confining children in rooms, sleeping occasionally without feeding, depriving children of rights, comparing with their better siblings, and scolding children for their mistakes (Hurlock 1980).

A disciplined parenting pattern describes the techniques used by parents as an effort to reduce inappropriate behavior and improve child adherence (Renk et al., 2006). But in its application, there are some errors that parents often legalize acts of physical violence and punishment of children. Parenting patterns by parents is determined by how easy it is for children to follow orders, directions, rules, and advice given by parents (Hastuti 2015). Research conducted by Puspitasari, et al (2015) shows that in applying discipline pattern, mother uses more physical violence to boys. This is because boys have a high degree of aggressiveness.

In the United States, the use of corporal punishment is legally accepted (Santrock 2012). Based on the results of a survey conducted by Regalado et al. (2004), against parents of children aged 3 and 4 years in the US, it could be found that 26 percent of parents stated that they often beat their children and 67 percent of parents often shout to their children. To overcome misbehavior in children, most psychologists advise to invite children to reason by explaining the consequences of the actions taken, such as the application of time out. Application of time out is a process whereby a child is removed from a setting that provides positive reinforcement, such as placing a child in a quiet state away from toys, television, radio, or even people to time out. When parents apply calm and reasonable punishment, it can be beneficial for child development (Santrock 2012).

The character moral pattern that is the most critical and important for the child is the cultivation of self-confidence and self-discipline and the ability to build relationships with others. This is related to the complexity of children and adolescents

today, both in developed and developing countries such as Indonesia. According Artanti (2013), discipline is important to be taught to children because it is expected that children are able to socialize with others and acceptable in the environment and can have high morality, so children grow up with good quality of discipline in the future. Therefore, this study aims to (1) analyze the characteristics of the child, the characteristics of the family, the pattern of mother's discipline, and the discipline character of the kindergarten children, (2) analyze the relationship between the characteristics of the child, the characteristics of the family and the mother's discipline pattern (3)) analyze the relationship of mother's discipline pattern with the discipline character of children at kindergarten age (4) analyze the factors that influenced the character of discipline in children at kindergarten age.

Methods

This research used cross sectional study design using questioner tool. The research was conducted in two kindergartens namely Kindergarten 1 and Kindergarten 2. The data were collected from April to May 2016. The study population was mothers with children aged 4-6 years who attended two kindergartens in the Bogor City area. Then the sampling is done by accidental sampling method based on the availability of the population from the two selected kindergarten with the number of samples obtained by 46 pairs of mother and child with the number of 24 respondents in each school coming from kindergarten 1 and 22 responden coming from kindergarten 2.

The type of data used in this study is primary and secondary data. Secondary data included data on students and parents obtained from the school. Secondary data obtained from the school included the full name of the child and the parents, the child's gender, the child's age, parent's address and telephone number. Primary data included the characteristics of parents (mother), methods of dissemination of mother's discipline, and character of child discipline.

This study used two questionnaires, namely The Dimensions of Discipline Inventory (DDI) to measure disciplined adoption patterns modified from Straus and Fauchier (2011) consisting of 77 questions with the value of cronbach's alpha 0.864, and the Questionnaire of Preschool Character Development to measure the adapted and modified character of children's discipline from Hastuti (2014) consisting of 7 questions with the value of cronbach's alpha 0.649. After that, the answers from each questionnaire will be compiled and indexed which are then divided into three categories using Bloom's cut-off, i.e. low category (<60), medium category (60-80), and high (> 80). After the data is processed, the data will be analyzed by descriptive and inferencing analysis.

Results

Characteristics of Child and Family

The results showed that the respondents consisted of 24 boys and 22 girls from both kindergarten. Most mothers (80.4%) are in the early adult category of 18-40 years. While the rest (19.6%) are in the mature category of 41-60 years old. Then the average length of maternal education is 15.83 years and more than half of the mothers (63.0%) are educated for 16 years or are graduates of Bachelor. The results showed that as many

as 32.6 percent family income levels are in the range of more than 15 million belonging to a small family with a family member less than or equal to 4 people who almost all respondents come from whole families

Discipline Care Pattern

A disciplined parenting pattern is a parent's way to continuously teach children to be discipline. This is done as a sense of parental responsibility to the child's development. Parents should have good knowledge about discipline, especially in terms of control, cognitive assessment, situations in disciplinary application, and their implementation (Straus and Fauchier 2011).

Control

The control referred to in this study is the way of parents to organize and direct the behavior of children into disciplinary behavior. The controls in this study consisted of aggressive discipline, positive discipline, punishment, and supervision. The result showed that the highest average achievement was in the aggressive discipline with an average value of 65.30. Meanwhile, punishment has the lowest achievement with an average score of 50.40 compared with other disciplinary control dimensions.

The family distribution based on maternal control in disciplined parenting shows that more than half (65.2%) of sample mothers in applying control of punishment discipline fall into the low category. This indicates that in applying disciplinary punishment behavior which consists of the revocation of rights and assignment is still rare. Meanwhile, the highest proportion with the moderate category is the use of positive discipline. This shows that more than half (58.7%) of sample mothers often use positive discipline controls in the form of diversion, explanation, and awards to children in applying disciplined parenting.

Cognitive Assessment

Cognitive assessment in this study is the opinion or assessment of parents to the pattern of upbringing discipline given to the child. This cognitive assessment consists of nine assessment scales of punishment, psychological assault, diversion, explanation, respect, disenfranchisement, assignment, neglect of bad behavior, and monitoring. Of the nine scoring scales, the highest average achievement is in the explanation with an average of 91.30. Explanation is very important for the child. The common problems that occur between parent and child relationships because children do not understand the intentions, wishes, and expectations of parents to children (Hastuti 2015). In addition, the results show that the transfer has the lowest average performance with an average of 54.66 compared with other rating scales.

Family distribution based on cognitive assessment shows that more than half (67.4%) of sample mothers in assessing transfer methods fall into the low category. This suggests that the mother's assessment of the transfer method is still rarely unthinkable such as the use of time out. According Hastuti (2015), time out is a process for children to calm down and realize his mistakes. Giving time out is not a punishment but it gives time and opportunity to the child to gain control over his behavior.

Meanwhile, the highest proportion with the moderate category is the mother's assessment of the method of reward and the revocation of rights. This suggests that 67.4 percent of mothers are often thought to use the method of appreciation to children in the

form of praise or rewards. Furthermore, 76.1 percent of mothers are often thought to use the method of depriving children of rights such as prohibiting children to play because of their mistakes, so the child will receive consequences for his behavior. In addition, the highest proportion was the mother's assessment of the explanatory method of 84.8 percent. This suggests that mothers are very often thought to use explanatory methods to children such as reintroducing home rules and giving good examples to children in behaving discipline.

Discipline Situation

Discipline situation in this research is situation, condition, or feeling of parent about behavior of discipline done by child. The disciplinary situation of the discipline consists of beliefs, conflict with partners, ineffective feeling, and stress. The results showed that the highest average achievement that is in the confidence situation with an average of 61.68. In addition, the situation felt ineffective has the lowest average achievement of 53.44.

The family distribution according to disciplinary situation indicates that more than half of sample mothers (71.7%) in situations feel ineffective in the application of discipline fall into the low category. This suggests that in applying discipline to children it is rare for mothers who feel ineffective with the disciplined parenting patterns used. Meanwhile, the highest proportion with the medium category that is in the situation of confidence and stress. This indicates that more than half (56.5%) of the sample mothers often feel right or guilty about disciplinary upbringing used with children and more than half (54.3%) of the sample mothers also often feel depressed and angry about undisciplined child behavior. In addition, in terms of differences, the distribution is not evenly distributed, but the highest proportion is still in the low category, so between mothers and fathers rarely have conflicts regarding differences of opinion in applying discipline to the child.

How to Implement the Discipline

The way disciplinary implementation is the application of parental discipline in several ways: consistency, cognitive, impulsive, responsive, support or warmth, and warning. The results showed that the highest average achievement in the application of maternal discipline was the provision of support with an average value of 94.02 and consistency with an average value of 87.50. The impulsive application of discipline has the lowest average value of 62.77.

Family distribution by category of discipline implementation means that impulsive discipline is included in the three categories of low, medium, and high. This explains that in the low category (34.8%), mothers rarely apply the discipline in an impulsive way. Then in the category of moderate (39.1%), mothers quite often apply the discipline in an impulsive way. Furthermore in the high category (26.1%), mothers often apply the discipline in an impulsive way. Impulsive in this study is a sudden action or sudden done by the mother when the child behaves undisciplined.

In addition, the warning is also spread evenly in all three categories. This indicates that as many as 32.6 percent of mothers are rarely giving control to children and those who often provide control over child behavior. Then as many as 34.8 percent of mothers often provide a warning against child behavior. A warning in this case is a consequence of a child's behavior and provides an opportunity for the child to improve his behavior before the mother takes action. Furthermore, more than half of the sample mothers (89.1%) apply discipline by providing support to children in the form of words or actions that indicate that the mother loves and supports the child.

Character of Discipline

A discipline character of kindergarten child's is a behavior consistently performed by a child in childhood according to established rules and compliance with the rules. This study uses questionnaires from Hastuti (2015) which consists of 7 questions taken from several pillars of character. Some cases of indiscipline in child-age children are usually in terms of responsibility, independence, hygiene, health, leadership, and honesty. The results showed that the character of discipline of children of kindergarten age included in low category (41.3%) and moderate (58.7%).

This means that almost half of the sample is still not maximally in terms of responsibility, independence, cleanliness, health, leadership, and honesty. Similarly, more than half of the sample already has a pretty good character of discipline, whether done at school or at home. The results show that children tend to be more disciplined in school than at home. According to Lickona's moral theory, a child at the age of kindergarten is at stage 1 (unquestioning obedience) that the child does something based on what is ordered and the child does so to avoid mistakes or problems.

Relationships between Children and Families's Characteristic with Mother's Discipline Pattern

The results showed that the education length of mother has a significantly positive relationship with the implementation of mother discipline. Having been tested using Chi-Square correlation, the researcher found that there was a significant positive correlation between marital status and cognitive appraisal, but on gender there was no significant correlation with mother's discipline pattern.

Table 1 The correlation coefficient between family characteristics and mother's discipline pattern

Interconnected Relationship	Control	Cognitive Assesment	Discipline Situation	Implementation Ways
Length of mother's education (year)	0.182	-0.162	-0.082	0.340*
Family income (IDR/month)	0.178	-0.037	0.227	0.096
Mother's age (years)	0.125	0.078	0.030	-0.180
Family size (persons)	0.194	0.097	0.003	0.000

Description: * = significant at $p < 0.05$, ** = significant at $p < 0.01$

Relationships between Mother's Discipline Pattern with Children's Discipline Character

Table 2 shows the test results of the relationship between mother's discipline pattern with children's discipline character. Based on the results of the research on the overall pattern of mother's discipline consisting of control, cognitive assessment, discipline situation, and the way of implementation has a significantly positive relationship with the character of child discipline.

Table 2 Correlation coefficient between discipline parenting pattern and discipline character of children

Interconnected Relationship	Discipline Character
Control	0.249
Cognitive Assesment	0.124
Discipline Situation	0.284
Implementation Ways of Discipline	0.092
Total	0.299*

Description: * = significant at $p < 0.05$, ** = significant at $p < 0.01$

Factors Affecting Child Discipline Character

The result of multiple linear regression test in Table 3 shows that the value of Adjusted R^2 on the discipline character dimension is 0.492. That is, as much as 49.2 percent of the variables in the model can explain the influence on the character of discipline in the sample and the remaining 50.8 percent is influenced by other variables that are not examined. The results also indicate that the length of mother's education, mother's age, and discipline situation have a significantly positive effect on child's discipline character of kindergarten age.

Table 3 Influence of variables studied with child discipline character

Variable	Discipline Character		Sig
	Unstandardized β	Standardized β	
Constant	-132.312		0.003
Child Gender (0=boy, 1=girl)	-12.482	-0.419	0.001**
Lenght of of Mother's Education (years)	6.442	0.497	0.000**
Family Income (IDR/month)	-0.377	-0.033	0.792
Mother's age (years)	1.148	0.400	0.001**
Family size (persons)	1.189	0.117	0.377
Marital status (0 = divorce, 1 = intact)	-5.046	-0.069	0.599
Cognitive Assessment (score)	1.850	0.233	0.104
Discipline Situation (score)	9.504	0.319	0.014*
Implementation Ways (score)	-0.221	-0.130	0.302
Control Pattern (score)	-0.014	-0.004	0.972
R^2		0.605	
Adjusted R^2		0.492	
F		5.352	
Sig		0.000**	

Description: * significant at p-value < 0.05 ; ** significant at p-value < 0.01

DISCUSSION

Kindergarten age is the early childhood that parents often think of as toy age, because children can spend most of their time playing with toys (Hurlock 1980). Therefore, to limit the playing time of children it is important to equip children of kindergarten age with character morals especially the character of discipline in terms of time so that children can know the play time and time for other activities. The discipline character in this study includes the value of responsibility, independence, hygiene, health, leadership, and honesty. The results showed that the discipline character of the kindergarten children who attend school in two kindergartens in Bogor City included in the category of low and medium. This indicates that the character of child discipline is good enough and there is still less.

The role of families in parenting, especially mothers is very important. The role of mothers in applying disciplined upbringing shows a higher level of warmth and affection than fathers (Kerr et al., 2004). In parenting, the appropriate method which is appropriate with the characteristics of children and behavior is done especially in terms of discipline (Hastuti 2015). In this study, the mother's discipline pattern used consisted of four dimensions: control (aggressive discipline, positive discipline, punishment, and supervision), cognitive dimension (cognitive assessment), emotional dimension (discipline situation), and psychomotor dimension (implementation way of discipline).

The results showed that in the provision of control, aggressive and positive discipline was in the moderate category. Half of the women said they had done physical punishment such as hitting on the buttocks or pinching on the thighs or arms and half of the mothers said they had given rewards in the form of goods or praise to discipline the child. As in a study conducted in the UK showing that 58 percent of parents in the UK reported that they have used physical punishment to their children (Ghate et al., 2003).

Similarly with in Scotland, although most forms of punishment that parents use are non-physical punishments, some parents said that they use some form of corporal punishment (Anderson et al., 2002). In addition, the research conducted by Halpeny and Nixon (2009), showed that 25 percent of parents have ever done physical punishment to their children such as hitting on the buttocks, hands, arms, or legs. According to Dwiyantri (2013), punishment should be viewed as a form of accountability for acts that violate the set restrictions.

Cognitive dimensions or cognitive judgments are divided into nine dimensions, namely punishment, psychological assault, diversion, explanation, respect, disenfranchisement, assignment, neglect of bad behavior, and monitoring. Explanatory dimensions have the highest achievement and category values. This suggests that mothers of both schools are more likely to think of using explanatory methods in applying discipline to their children. Giving an explanation to the child is important for children to know the mistakes made. BKKBN (2015) explains that giving explanation is giving the command with clear words. Because based on research conducted by Ridowati (2015), in the formation of the character of discipline, there are mothers who give less explanation on the mistakes made by their children and only limited to give the child a ban, so the child does not know what should be done.

Aggressive parenting styles are positively associated with sibling conflict interactions. Previous studies have suggested that conflicts between parents and

adolescents will have a negative impact on sibling interactions (Reese-Weber 2000 in Oliva & Arranz 2005). The negative impact can be a conflict between siblings as a result of conflict between parents and children. Stocker's research (2002) also mentions that aggressiveness that arises from parents and conflicts between siblings will occur simultaneously.

In addition, in the case of transfer is in the lowest category. More than half of the sample mothers in transferring child undisciplined behavior to a more positive action or activity is still very rare. In this case, more mothers say 'no' when the child asks or does something that is not appropriate to his age rather than giving something else to keep the child from stopping his behavior. The results of interviews conducted by mothers indicate that the mother only gives explanations to the child about what the child does without diverting the child's behavior into a more positive action.

Later in the awarding and granting rights are in the medium category. More than half of the sample mothers often give awards in the form of praise and revocation of rights. According to Phaelan (2009) in Ridowati (2015), the provision of compassion and praise is the development of self-esteem that presents direct confirmation of the child and strengthens the competent behavior to the child. While the reasoning or revocation of rights given by the parents to the child is done to provide strong control so as to reduce the punching (on the buttocks) as a form of disciplining the child (Day et al. 1998).

The emotional dimensions or discipline situations in this study include beliefs, differences, ineffectiveness, and stress. Confidence has a high performance value and is in the medium category. Half of the sample mothers sometimes feel right with the discipline methods used and those who feel guilty after applying a method of discipline. Kassabri and Strauss (2010) explain in his research that at first the mother used the method of discipline without punishment to correct the child's mistakes, but in some cases when the child did not achieve compliance, the mother turned to a more severe method of discipline. This can make mothers feel dissatisfied and guilty after using disciplinary methods of punishment. In addition, the lowest category is in terms of feeling ineffective. The results show that very few mothers feel ineffective about the parenting patterns used.

Then in the implementation, the results showed that most mothers apply disciplined parenting patterns by providing support and be done consistently. The results of Kerr et al. (2004) states that the dimensions of warmth or support and also responsiveness of mothers play an important role in influencing the development of the moral arrangements of children. Kochanska and Aksan in Kerr et al. (2004) indicates a positive relationship between the gentle maternal discipline style seen from the aspect of nurturing, responding, and consistent in its application to achievement of childhood behavior.

The result of the relationship between the characteristics of the child and the characteristics of the family with the pattern of discipline showed that there was a significant positive relationship between the length of maternal education and the implementation of the discipline. Maternal knowledge is very influential on the development of children because mothers who have sufficient knowledge and higher education will pay more attention to the growth and development of children (Hidayati 2008). In addition, marital status is positively associated with cognitive assessment. According to Ridowati (2015), single parent mothers in applying disciplined parenting

tend to give freedom to children's activities, supervise child's movements, and high control over children's activities. Meanwhile, on the relationship test between mother's discipline pattern with child discipline character, there is no relation between mother's discipline pattern with discipline character of kindergarten age child.

Result of influence test in this research stated that maternal age have positive effect very significant to child discipline character ($B = 1.148$; $p < 0.05$) which means that the older mother age, hence the better character of child discipline. Hastuti (2015) explains that in general individuals with 25 years of age will be relatively more mature compared with individuals aged 17 to 18 years. The more mature a person is, the more experience gained from the results of trying and executing skills (Hidayati 2008).

In addition, the results of the effect test in this study stated that the length of mother education ($B = 6.442$; $p < 0.1$) has a positive effect on the discipline character of the kindergarten age children. This means that the higher the level of maternal education, the better the character of child discipline. A disciplinary context consisting of beliefs, differences, ineffectiveness, and stress also positively affects the character of child discipline. This is inversely related to the results of research conducted by Latifah, Alfiasari, and Hernawati (2009) which explains that the stress or anxiety experienced by the mother in raising children can have a negative impact on the quality of care.

If seen from the value of Adjusted R Square regression model is 0.492 then it can be interpreted that the independent variables studied by 49.2 percent affect the character of child discipline and 50.8 percent is influenced by other variables not examined in this study. The variables identified influenced the character of the discipline but were not studied, such as parenting styles (Latifah, Alfiasari, and Hernawati 2009), parenting discipline patterns and parent-child interaction (Day et al. 2010).

This study has the limitations of a more sensitive measuring tool to analyze the mother's discipline pattern specifically and the time required to conduct interviews to the mothers, so that some mothers are not interviewed but only self-report. In addition, there needs to be a direct observation of the interactions of mothers and children in order to look more deeply about their discipline and more in-depth interviews about mother's discipline pattern on the discipline character of the kindergarten age children.

Conclusions and Suggestions

Conclusions

This study was conducted on children aged 4-6 years with 24 boys and 22 girls. Mother's age is included into early adulthood. The length of mother education is for 16 years. Family income each month ranges from 7.5 million to 10 million. The large families living in one house range from 4-5 people. Almost all the respondents are still in married status or whole family. The result of the relationship test between the characteristics of the child and the characteristics of the family with the pattern of mother's discipline showed that the duration of maternal education is positively correlated with the implementation of the discipline.

Similarly, marital status is positively associated with cognitive judgment. Meanwhile, the test result of the relationship between mother discipline pattern and child discipline character have no significant relation. Then, the results showed that the age of the mother who is getting older has a positive effect on the discipline character of the kindergarten age children. Similarly, the longer the mother's education, the higher

the effect on the character of child discipline is. In addition, the discipline situation has a positive effect on the discipline character of the kindergarten age children.

Suggestion

Based on the results of the study, boys tend to have better discipline character than girls. Parents should be able to apply discipline in a balanced manner to both boys and girls. Maternal situation or condition plays an important role in applying discipline to children especially to boys, so in applying discipline mother should be in condition of no stress and no different opinion with partner about discipline pattern that is used to avoid inconsistency in applying discipline.

Maternal age and educational level also play an important role in the application of discipline to children. Not only can mothers who have more mature and have a higher education apply discipline to good discipline, but also young mothers can learn more about discipline patterns good for children through books, people who have more experience, the school, and other related parties.

In addition, the school can also hold parenting programs for mothers who can be done at least within one month, so that in the future there will be good communication between schools and parents in addressing child development. For further research it is advisable to examine the variables that have not been studied in this study, such as parenting style, parenting discipline pattern, and parent-child interaction. Then to get more accurate measurement result, besides using interview method, it is needed to do direct observation to parent-child interaction.

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