

The role of parenting styles and school environment in building the Buddhist characters in students

Vivi Gunawan^{1*}

¹Santa Agatha Elementary School, Palembang, Indonesia

ABSTRACT

Character is a person's nature or personality, which is reflected in the way of thinking, speaking, and behaving in everyday life continuously for a long time. Humans with character are humans who can understand, love with all their hearts, and continue to do good. In the Buddhist character, there are six *carita* or nature, which are (1) *ragacarita*, (2) *dosacarita*, (3) *mohacarita*, (4) *saddhacarita*, (5) *Buddhacarita*, and (6) *vitakkacarita*. This study aims to determine the relationship between parenting styles and school environment on the development of the Buddhist character of students. This study is quantitative research with a comparative causal design (*ex post facto*). The data was collected using a questionnaire from 40 students of Santa Agatha Elementary School, Palembang, and the data were tested using SPSS version 22 for Windows simple linear regression test. The results showed the role of parents and the positive environment in the formation of the character of Buddhist students. This is indicated by the data obtained from the Buddhist Character questionnaire variable (Y), showing the lowest score of 39 and the highest score of 60; parenting variable (X1), the lowest score was 46, and the highest score was 60, and the School Environment variable (X2) obtained the lowest score of 43 and the highest score of 60. The study's results contributed to parents choosing the proper parenting and environment to shape the Buddhist character of their students. Instructional implications and research suggestions are given based on the research results.

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Introduction

Parenting is a way for parents to protect, care for, guide and educate students and fulfill all their needs to become independent individuals and have noble character. Parents are the first and foremost place for students to grow and develop well and

*Corresponding author: author email address: vivigunawan1214@gmail.com
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have noble personalities. Every parent hope student can become children with noble personalities in different ways. Applying parenting or the correct and appropriate education method affects students' character. Parenting is fundamental in building the character of students. Parents must be role models that students can imitate because, generally, students imitate what is obtained from the surrounding environment. Therefore, openness between parents and students is essential in the period of building the character of students.

According to Baumrind (Pramawaty et al., 2012), parenting is divided into three: democratic parenting, authoritarian parenting, and permissive parenting. These three parenting styles cannot be separated from parents' attitudes in giving attention, admonishing, appreciation, and the rules set. Democratic parenting is the way parents take care of their children by setting behavioral standards for students and, at the same time, being responsive to children's needs (Respati et al., 2015). Democratic parenting is a parenting style that provides a form of affection, attention, and expression of love to students and can create good communication. Parents support the future goals and ambitions of students. Students can be creative and explore various things according to their abilities with limitations and parental supervision. Parents with this kind of parenting are rational and always base their actions on ratios or thoughts. Democratic parenting can be defined as parenting using two-way communication, which means that the position between parents and students communicates in parallel. A decision is made jointly by considering both parties. Students are given the freedom to be responsible. Students' actions must still be under their parents' care and can be accounted for. Students raised with this style are usually more cheerful, creative, intelligent, confident, able to respect others, and not easily depressed. This parenting style is a suitable parenting style to be applied by parents to students.

Authoritarian parenting is parenting in which parents apply absolute rules and boundaries that must be obeyed without giving children the opportunity to express their opinion. If the child does not comply, they will be threatened and punished (Adawiah, 2017). This parenting style makes parents act as controllers and rule holders. The rules of parents must be obeyed and lived by students. Rules are applied rigidly and do not understand or listen to students wishes. Authoritarian parents show a high attitude of control and low warmth. Authoritarian parents have very high expectations and are demanding. Punishments were often applied, and even harsh methods were used. Parents tend to be less responsive and less warm in responding to the needs of students. Learners with this parenting style tend to have moderate competence and responsibility, withdraw socially, and lack spontaneity. The positive aspect of authoritarian parenting is that students become obedient and tend to be disciplined, namely, obeying the rules set by their parents.

Permissive parenting is a style in which parents are not very involved in the child's life. Parents with permissive parenting are also cold, not much involved in children's activities, and indifferent (Anisah, 2011). Permissive parenting is the opposite of authoritarian parenting. This parenting style uses one-way communication even though parents have full power in the family, especially students can decide what they want regardless of whether the parents agree. Permissive parenting parents must follow all the wishes of good students. The communication strategy applied to permissive parenting is the same as the

communication strategy of authoritarian parenting, namely, whatever the students want, they must always be obeyed and allowed by their parents. Permissive parents will accept, be responsive, and give little demands. Parents with permissive parenting will allow everything so that it will encourage students to be aggressive and tend to be insecure. Because of this parenting style, students are usually less able to cope with stress and will be angry if they do not get what they want. Students become aggressive and dominant in their peers and tend not to be result-oriented. Permissive parents can cause children to become rebellious, indifferent, efficiently hostile, naughty, and lack respect for other people and others (Sunarti, 2016).

Parenting in the family is a determining factor for success because the role of parents, in this case, is to teach the values and behavior of students. Many parents still demand and judge students' intellectual success, regardless of the character learning process. Parents rarely pay attention to the development of students, which are in the form of personality development and children's learning development. Some parents leave students' personality development and learning process to other parties such as caregivers, school teachers, or tutors. Another factor of parenting that can affect students' character development is the school environment. Parenting styles and the school environment greatly influence the building of students' character. Parents must control students' daily life, every behavior, and learning process for the first time. Meanwhile, the school environment as the second medium after parents also greatly influences students' character in social life.

Three educational centers responsible for the building and development of students' character are the family environment, school environment, and community environment (Muslih, 2016). These three environments cannot be separated since they influence each other. Character building can be started in the family environment as an informal educational environment, the school and university environment as a formal education environment, and then in the community environment as a non-formal education environment.

The school environment is the state of the school where you learn. It also affects the level of success in learning. The condition of the school building, its location, and learning tools also determine the success of student learning. Hamalik said that the school environment is an institution that organizes teaching and learning opportunities that must meet various requirements, including students, teachers, educational programs, dormitories, and facilities (Sulfemi, 2018). Systematically, the school environment carries out guidance, teaching, and training programs to help students to be able to develop their potential in all aspects, including moral, spiritual, intellectual, emotional, and social aspects. The school environment is very influential on the personal development and achievement of students. If the school environment is good, students can learn comfortably and develop their character well. The school environment is expected to be able to build the character of students.

The school environment consists of two interrelated aspects: social and non-social (Marini & Hamidah, 2014). The social environment is a social interaction between individuals in their environment, including the relationship between students and teachers and education staff, the relationship between students and school friends, and the relationship between students and staff and employees. The

non-social environment is everything in the physical form that surrounds the environment itself, including the school atmosphere, learning curriculum, character-building programs, extracurriculars, rules, and the use of infrastructure as needed.

Good social relations will undoubtedly affect the learning comfort of students. Students can socialize well, which will create a harmonious relationship between students, teachers, and friends. A wealthy school environment in terms of curriculum, extracurricular, discipline, adequate infrastructure, and a pleasant learning process will significantly affect the progress and development of students. Students' limited time while at school will also affect the building of student characters, such as the level of discipline, attitude of responsibility, and relationships between students, teachers, and staff.

According to Rukmana and Suryana (2006), the school environment consists of a social environment (teachers and education staff, school friends, and school culture) and a non-social environment (curriculum, programs, rules, and infrastructure) in formal educational institutions that provide support for building the character of students (Djollong & Risdayanti, 2020). This school environment is expected to help the character building of students. Students can live in harmony, respect each other, respect teachers, staff, and schoolmates, and grow into intelligent and characterized individuals, disciplined, and even skilled in all fields.

A school environment allows students to learn many things with friends for approximately six hours daily. A good school environment will affect the learning comfort of students. Students can socialize well, which results in easiness in creating a harmonious relationship between students and teachers, and friends. The school environment becomes a role model where students can socialize and learn to deal with every problem in their environment. Therefore, the learning process of the personality of students is formed. The task of parents and the school environment as a place of learning is to gain knowledge and form a strong character for each student.

Character or nature should continue to be built since students are in childhood. Etymologically, the word character comes from English, which means a person's nature or moral qualities. This nature is instilled in students continuously for a long time; hence, good character can be built and reflected in students. In Buddhism, character or behavior is known as *carita*. *Carita* are tendencies manifested in a habit that often appears, both good and bad deeds. Everyone's temperament is different depending on past *kamma* that has been done (Karbono, 2018). Six types of character must be developed and avoided, which are (1) greedy, arrogant or deceitful nature and never feeling satisfied (*ragacarita*), (2) hatred or anger (*dosacarita*), and (3) laziness or ignorance (*mohacarita*), (4) cheerfulness, generosity, modesty, and honesty (*saddhācarita*), (5) sociable and considerate nature (*buddhi carita*), and (6) anxious and unsettled nature (*vitakkacarita*) (*Vism.107*).

Ragacarita reflects the arrogant (*māna*), greedy (*atricchatā*), and deceitful (*sāṭheyya*) person. *Dosacarita* can be defined as a dominant figure with hate (*dosa*), anger (*kodha*), vengeance (*upanāha*), envy (*issā*), and miserliness (*macchariya*). *Mohacarita* reflects a person with a personality that is sluggish (*midha*), lazy (*thna*), sluggish (*midha*), clingy (*duppatinissaggita*), and not mindful (*asampajañña*).

Saddhācarita reflects a person who is full of generosity (*muttacāgatā*), cheerful (*pāmojjabahulata*), honest (*amāyāvitā*), and modest (*asaṭhāta*). *Buddhacarita* reflects an intelligent person who likes to have many friends (*kalyānamittatā*), easy to greet (*savacassatā*), modest in eating (*bhojane mattaññutatā*), wary (*jāgariyānuyogo*), and unwavering for good (*saṁvega*). *Vitakkacarita* reflects a person who is easily anxious (*hurahuramdhāvanā*) and does not have strong determination.

Flawed characters embedded in students must be immediately reduced or even eliminated, while good characteristics in students should continue to be nurtured and developed to support them become virtuous individuals. Six types of student character must be developed or avoided, including greed to get something (*ragacarita*), hatred towards all beings (*dosacarita*), ignorance to distinguish between good and evil (*mohacarita*), strong faith (*saddhācarita*), intelligent personality (*buddhi carita*), and not firm in conviction (*vitakkacarita*). These good characters must continue to be trained, and flawed characters must be eliminated in students (*Vism.107*). It can be done by parents and the school environment.

Santa Agatha Elementary School Palembang is a private school that prepares Buddhist education lessons for students and can also prepare time for learning Buddhist character-building practices for Buddhists. Most of the students who come from different family environments and backgrounds certainly have different ways of parenting. Some students commit behavioral deviations such as wasteful, lack of discipline, independence, or speaking dishonestly. Learning character building in Santa Agatha Elementary School Palembang is expected to build the character of Buddhist children well so that they are ready to face challenges or difficulties in the future and can become better individuals.

Method

This research was conducted at Santa Agatha Elementary School, Onglen Street No. 8 Palembang, South Sumatra. It took place from January to June 2022. A quantitative approach was used in this study and employed the *ex post facto* research methods. The comparative causal or *ex post facto* research is research in which researchers seek to determine the causes or reasons for differences in behavior or status within groups of individuals (Emzir, 2019). This study was conducted to determine the effect of Parenting and School Environment on the building of Buddhist characters of Buddhist students. The influence of the two independent variables was studied individually and together.

The population was 197 students of Santa Agatha Elementary School Palembang for the 2019-2020 academic year. The sample in this study was 40 Buddhist students in grades 4, 5, and 6 of Santa Agatha Elementary School in the 2019-2020 school year.

The instrument used in this study was a questionnaire to obtain data on parenting, family environment, and the building of Buddhist character for Buddhist students at Santa Agatha Elementary School Academic Year 2019-2020. According to Sugiyono (2019), a questionnaire is a data collection technique by giving written questions to respondents to answer.

In this study, the procedure for compiling the instrument was based on the indicators for each variable. The questionnaire was used to obtain quantitative data on respondents' responses to research variables. The data collection technique used by the researcher is by distributing closed questionnaires, which means that the questions given have provided several alternative answers.

Data analysis is intended to test the truth of the hypothesis. The data analysis technique used in this research is regression analysis, both simple regression and multiple regression. Before the data analysis was carried out, a description of the research data was carried out, which consisted of two independent variables and one dependent variable in the form of frequency distribution tables and diagrams. The next step is to carry out a data analysis requirements test consisting of a normality test, a linearity test, and a multicollinearity test. The hypothesis tested in this study is the influence of the independent variables (X1 and X2) on the dependent variable (Y) either partially or simultaneously. It is done by calculating the value of the F statistic test to determine whether the independent variable X influences the dependent variable Y. The effect of the independent variables (X1 and X2) on the dependent variable Y is done by calculating the coefficient of determination (R²) value. The calculation of the value of the F statistic test and the value of the t statistic in this study used the SPSS Statistics 22 program.

Findings

The hypothesis testing in this study uses multiple regression analysis, which aims to determine whether there is an influence of parenting styles variable (X1) and school environment variable (X2) on the building of the Buddhist characters variable (Y). The basis of decision-making is based on the t-test and F-test.

Tabel 1. Multiple correlation test results

Correlations					
			PARENTING_ TRANSFORM	School Environment (X2)	Buddhist Characters (Y)
Spearman's rho	Parenting Transform (X1)	Correlation	1.000	.505**	.502**
		Coefficient			
		Sig. (2- tailed)	.	.002	.003
		N	34	34	34
	School Environment (X2)	Correlation	.505**	1.000	.597**
		Coefficient			
		Sig. (2- tailed)	.002	.	.000
		N	34	34	34
	Buddhist Characters (Y)	Correlation	.502**	.597**	1.000
		Coefficient			

Sig. (2-tailed)	.003	.000	.
N	34	34	34

**. Correlation is significant at the 0.01 level (2-tailed).

Table 1 shows that the significant value: (1) between parenting (X1) and the school environment (X2) has a significance value of $0.002 < 0.05$, so it can be assumed that there is a significant correlation; (2) between parenting (X1) and Buddhist character (Y) with a significance value of $0.003 < 0.05$, it can be assumed that there is a significant correlation; and (3) between the school environment (X2) Buddhist characters (Y) obtained a significance value of $0.000 < 0.05$, it can be assumed that there is a significant correlation.

Tabel 2. Model summary (R-square) of Correlation Coefficient Value Results

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.662 ^a	.438	.402	4.531

a. Predictors: (Constant), Parenting Transform (X1), School Environment (X2)

b. Dependent Variable: Buddhist Characters (Y)

Based on table 2, it is known that the R Square value is 0.438; in this case, it means that the influence of the variable parenting (X1) and the school environment (X2) simultaneously on the Buddhist character variable (Y) is 43.8%.

The F test is used to determine whether or not there is a simultaneous (together) effect given by the independent variable (X) on the dependent variable (Y).

Table 3. First hypothesis testing result

ANOVA					
Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	495.808	2	247.904	12.075	.000 ^b
Residual	636.457	31	20.531		
Total	1132.265	33			

a. Dependent Variable: Buddhist characters (Y)

b. Predictors: (Constant), Parenting Transform (X1), School Environment (X2)

Table 3 shows that the result of the first hypothesis testing is the F Square value is H_0 which is a significant value for the effect of X1 and X2 simultaneously on Y, is $0.000 < 0.05$, and the calculated F value is $12.075 > F$ table 3.29. In this calculation, it is assumed that $\text{Sig.} > 0.05$; therefore, H_0 is accepted. If $\text{Sig.} < 0.05$, H_0 is rejected. H_0 is accepted, which means there is a pattern that influences parenting (X1) and school environment (X2) simultaneously on Buddhist characters (Y).

The t-test hypothesis that is used to determine the significance of the line coefficient of the linear regression line is as follows:

Ho: $\beta = 0$, Ha: $\beta \neq 0$

Criteria of hypothesis experiment using *Alpha* 5% is Ho is rejected if *Sig.* < 0.05.

Table 4. Second hypothesis testing result

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	-177.170	81.498		-2.174	.037
Parenting Styles (X1)	.550	.191	.430	2.878	.007
School Environment (X2)					

a. Dependent Variable: Buddhist Characters (Y)

Table 4 shows that Ho, which is a significant value for the effect of X1 on Y, is $0.026 < 0.05$, and the t-count value is $2.343 > t\text{-table } 2.040$, so it can be concluded that Ho is accepted, which means that there is an influence of parenting (X1) on Buddhist characters (Y). Furthermore, Ha, which is a significant value for the effect of X2 on Y, which is $0.007 < 0.05$, and the t-count value is $2.878 > t\text{-table } 2.040$, so it can be concluded that Ha is accepted, which means that there is an influence of the school environment (X2) on the Buddhist character (Y). Therefore, based on the results, it can be concluded that there is a positive influence from the parenting styles and school environment on building the Buddhist characters in students.

Discussion

This research was conducted on 40 Buddhist students at Santa Agatha Elementary School Palembang by distributing 45 questionnaires or questionnaires. The results based on the hypothesis test, it is shown that the first hypothesis in this study shows a positive and significant relationship between Parenting Patterns and Buddhist Character Formation of Buddhist students at Santa Agatha Elementary School Palembang. This is indicated by the Product Moment correlation coefficient of Spearman of 0.505 with a significance level of 0.05. Parents with the right and proper parenting will increase the formation of the Buddhist character of students. This result is also supported by previous research (Simanjuntak, 2017), which is about the influence of parenting patterns on the formation of children's character, that one of the factors of children's character is influenced by parenting patterns. In addition, this research is also supported by (Anisah, 2011), namely regarding its influence on the formation of children's character, which states that the importance of parental care so that it has an impact on the development of the child's personality so that it can shape the child's character in the future. The importance of parenting styles is also in line with (Atmosiswoyo & Subyakto, 2002), which shows how the

next generation is seen from how the family shapes the behavior by following good norms and values.

Based on the hypothesis test results, the t-test indicates that the study's second hypothesis shows a positive relationship between the school environment and the formation of Buddhist character in the Buddhist students of Santa Agatha Elementary School. This is indicated by the Product Moment correlation coefficient of Spearman of 0.597 with a significance level of 0.05. Therefore, it can be said that there is a positive and significant relationship between the school environment and the formation of the Buddhist character of elementary school Buddhist students of Santa Agatha Elementary School Palembang. The school environment is one of the essential factors in increasing the formation of Buddhist character because the school environment provides good facilities, creates conducive conditions, and is supported by school components that help the student learning process. This result is also supported by previous research (Subianto, 2013) regarding the role of family, school, and community in forming quality character, namely that one of the substantial factors that can shape students' character in school. In addition, this study is supported by the research result done by Prasanti and Fitrianti (2018) regarding forming early childhood character through family, school, and community, which states that a school environment is an advanced place in forming children's character. The importance of the environment schools in shaping the character of students are also in line with (Rukmana & Suryana, 2006), which say that teachers must be able to create an environment that fosters student development.

The third hypothesis in this study is that there is a positive relationship between parenting patterns and the school environment on the formation of Buddhist character in Buddhist students at Santa Agatha Elementary School Palembang. The table shows the calculated F value of 12,075 and 3.29 at a significant level of 0.000. Therefore, there is a relationship between parenting and school environment in the formation of Buddhist character in elementary school Buddhist students. Santa Agatha Elementary School Palembang. Parenting is a way for parents to educate and care for students in everyday life. Proper parenting is essential for the development of students, especially in terms of forming Buddhist characters. The school environment is an essential factor in the learning process. The school environment can affect the learning process of students' Buddhist characters. A comfortable and conducive school environment is necessary for the Buddhist character of students.

These results are also supported by previous research by (Jessicasari & Hartati, 2014) regarding the influence of parenting patterns of parents and the school environment on student discipline, that parenting patterns of parents and the school environment must continue to be nurtured in order to foster the character of students in terms of honesty, responsibility, and cooperation.

In addition, this research is also supported by (Hartini, 2018), which is about disciplinary character education in the modern era of synergy between parents and students, which states that there is a synergistic relationship between parents and teachers in playing a role in shaping students' disciplinary character. The importance of this parenting pattern is also in line with (Lickona, 2013), which says that although schools can increase the initial understanding of their students when

they are in school, then the evidence that shows that schools can do this, the good attitude they have by these children will slowly disappear if the values taught in the school do not get support from the home environment.

The magnitude of the influence of parenting patterns and the school environment simultaneously can be seen in the R square of 0.438, which means that the influence of 43.8% has a positive and significant result on the formation of the Buddhist character of Buddhist students at Santa Agatha Elementary School Palembang.

Conclusion

In summation, this study provides empirical evidence that parenting and school environment contribute to efforts to build Buddhist character in students. This is proven statistically using t-test analysis and a significant value (p-value) of 0.000 (<0.05), meaning that parenting and school environment play an essential role in shaping student character. Thus, it can be concluded that parenting and the school environment significantly shape student character. This study suggests that in shaping students' character at school, they need family and environmental support. Appropriate parenting and a supportive environment are essential in forming a positive character in students. Similar to other studies, this study acknowledges some limitations. First, this research was only conducted in the context of science education at an elementary school in Palembang. Second, this study lacks qualitative data to explain the potential reasons behind the significant contribution of parenting styles and school environment in building students' characters. Therefore, future research is suggested to do great work involving more participants across social backgrounds and characteristics. In addition, qualitative research is highly recommended to describe a deep understanding of the importance of parenting styles and school environment in building students' characters.

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