

The Correlation of Teacher Performance, Pattern of Caring Teacher, and Parental Habituation to Children Discipline at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan



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ABSTRACT: The study aims to describe the correlation between teacher performance, patterns of caring teacher and parenting habituation with children discipline. The method used was descriptive quantitative with correlational research study. The research samples were 144 people from 9 (nine) kindergartens taking with the Proportionate Random Sampling technique for sampling of a population of 225 people at kindergartens in Kandangan Subdistrict Hulu Sungai Selatan. The research data was analyzed descriptively and used path analysis. The results of the study found that (1) there is a positive and significant correlation between teacher performance and children discipline, (2) there is positive and meaningful correlation between pattern of caring teacher and children discipline, (3) there is an positive and significant correlation between parental habituation and children discipline, (4) there is positive and signifying correlation between teacher performance and parental habituation, (5) there is a poitive and significant correlation between pattern of caring teacher and parental habituation, (6) there is indirect correlation between teaching performance and children discipline through parental habituation, and (7) there has been an indirect correlation between pattern of caring teacher and parental habituation.

KEYWORDS: teacher performance, teacher care patterns, parental habituation, children discipline

INTRODUCTION

When instilled at a young age, discipline is a basic need for the development of outstanding child behavior. Discipline is necessary for the child's personal and social development (Nafiah & Muafiah, 2020). Discipline has a significant impact on a person's life success (Djafar & Kasidi, 2021). Programming is a method that can be used to implement discipline (Ananda, Wijaya, Siagian, 2022). Disciplined behavior is not merely an obligation; rather, the child must comprehend the benefits of exhibiting a disciplined attitude (Ayub, 2022). Children should be taught discipline from a young age so that they or she understand the difference between right and wrong (Yasin, 2021). Discipline is highly influential in the process of developing a child's behavior (Yatun, et al., 2021). Discipline should be instilled in young children because it will influence their future moral development. The purpose of discipline is to instill a decent, rule-abiding character or behavior that can become a habit. In order for the disciplinary cultivation of the child not to be mistaken, it is necessary to maintain the proper character education by parents and teachers so that the child can behave properly (Kemdiknas, 2012).

Morrison (Bintari & Khotimah, 2021) explained that for a young child, the essential skills for success in education and life begin with the ability to learn with discipline. Disciplined basic skills refer to the ability to adhere to school norms in all activities. The process of instilling disciplinary values in children can be accomplished through schooling. In this instance, the teacher is the tip of the spire when it comes to introducing discipline to young children in the preschool institution. The teacher's abilities and skills will influence the child's capacity for self-discipline in managing learning and providing care at school.

Kuswana (Majid, 2018) argues that a teacher's performance is deemed successful if it has a positive impact on the development of the students' psychological and physical potential, i.e., if what the student learns is beneficial from both a purpose and benefits standpoint. Therefore, the ability of the teacher to solve problems that exist in the student is crucial, as the performance of a competent teacher will influence the development of discipline in the child. According to Dewey (Lestari, 2020), education is a reconstruction or reorganization of experience that adds meaning to experience and the capacity to direct and define education as a requirement in the development of children. Andina in Salim, Prasetyorini, & Sukesu (2022) stated that parenting done by parents and surrounding will affect children's behavior. The cultivation of discipline should begin as soon as possible from within the family environment, the educational environment, and the community environment. Vladimir (Sochib, 2019) explains that parents and teachers play an important role in instilling discipline in children because parents and teacher are

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children's closest environment. The rules of discipline applicable to the child should form an agreement between the home and the school. Thus, the rules applied must be consistent and orderly so that they can be clear guidelines for the child's behavior.

Initial observations indicate that the level of discipline within the PAUD institute remains varied. There are still many disciplinary tendencies in children who do not perform well, such as children who do not arrive on time, throw garbage out of place, or leave the remaining cake packages on the table, frequently struggle in the classroom, frequently fight over play tools, do not return play tools to their proper location, and do not complete the tasks assigned by the teacher.

Based on the results of the above initial observations, it can be concluded that the discipline level of children in PAUD remains varied. There are still many teenagers who lack an appreciation for the value of discipline in everyday life. If this is not addressed, it will have a negative impact on the ambiance of the classroom, making learning unpleasant and reducing the quality of education. It is still possible to improve this degree of discipline; the first step is to identify the causes of disciplinary behavior.

Maisyarah, Fadillah & Halida (2019) found correlations of family, economic factors of parents, parental education, environment in school with the behavior of discipline of children in PAUD. A study by Zetira & Kamtini (2019) found that there is a significant influence between the method of cultivation and the disciplined behavior of children. Furthermore, Wasono (2019) stated that disciplinary behavior will be realized when the cultivation of discipline attitude is also carried out in the school environment. The role of the teacher is very important in the discipline of the child. When the environment is good, it will affect the good and the positive as well as the opposite. Teacher performance profiles should have the qualities that can lead the child to the formation of good disciplined behavior (Ihsani, Kurniah, & Suprapti, 2018). The application of child character values must be programmed by the teacher as part of the teacher's performance (Susilawati, Wahdini, & Hadi, 2019).

The results of research conducted by Edy et al. (2018) on some PAUD units in South Jakarta in 2018 obtained data of 39% of children aged 5-6 years have a low disciplinary attitude. Parents' involvement in supporting their children's learning process in PAUD is still low. Parents communicate directly with the head of the PAUD class unit only on the administrative needs and through the communication book/ contact. Then, access to the development of the child is only known without any follow-up. The study of Deity, Faithfulness and Fardani (2021) found that parents' habits in behavior at home and environmental conditions influence the emergence of negative or positive discipline of children. Maternity in the family is the factor that has the greatest impact on the level of discipline of the child. The results of Utami & Prasetyo study (2021) found that there is a relationship between parental care patterns and child discipline. It is in line with the study of Ayub (2022) who also found that parental care has a great influence on the discipline of the child. In addition, the role of teachers in the school in implementing the rules of order also has a direct relationship with the level of discipline of the child. According to Muna'amah, Masitoh & Setyowati (2021), the discipline of children is highly influenced by the performance of teachers in carrying out learning in the classroom. A good teacher's performance in the cultivation of discipline will be determined in shaping the child's daily disciplinary behavior. The results of Fashlah, Rizalie and Suhaimi research (2021) showed that teachers need preparation for the implementation of organized learning to improve learning success. Ahmed Research (2020) also found a correlation between the teacher's ability to manage learning with the discipline of the children.

Based on several previous studies, the level of discipline of children in PAUD is associated with several research variables. Variables related to the discipline variables include parental education, economic factors, parental habits, teacher performance, teacher attitude, school regulations, and school environmental conditions. Variables in the above studies have both direct and indirect relationships with disciplinary variables. In this study, the variables to be studied are teacher performance, patterns of caring teacher, and parenting of parents in relation to the discipline of children in PAUD.

METHOD

The study used a quantitative approach that aims to find the correlation between teacher performance, patterns of caring teacher and parenting style to children's discipline. The sample of this research was 144 people in 9 institutions of kindergarten in Gugus Kecamatan Kandangan district Hulu Sungai Selatan. The sampling technique used in this study was a proportionate random sampling. The data was collected by means of a Likert scale model questionnaire that had been tested for validity and reliability with a score of 1-5 to be completed by respondents according to the actual conditions. The validity test by correlating each score with the total score that was the sum of each score using the Pearson Product Moment formula, while the reliability test was carried out using the Cronbach's Alpha method measured on the Alpha scale from 0 to 1. The research instruments were structured based on indicators contained in the variables of teacher performance (X1), patterns of caring teacher (X2), parenting style (Z), and children discipline (Y). The research design of this present study is depicted in Figure 1.

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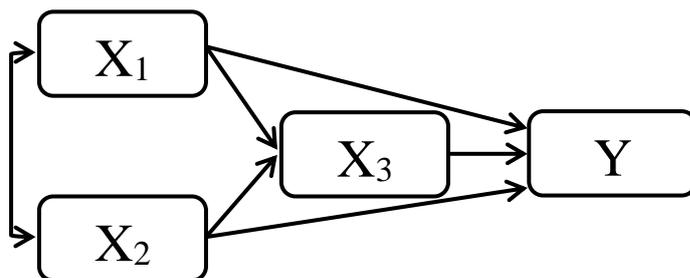


Figure 1: Design of Conceptual Correlation Between Variable

The indicator of the teacher performance variable according to Arikunto (2019) is to compile learning planning, carry out the learning process and carry out follow-up evaluation. The indicator of the pattern of care according to Ayun (2019) is to give good example, teach good habits, give advice, give attention and give punishment. Indicators of parenting according to Mulyasa (2018) include routine parenting, spontaneous parenting and parenting. Indicators of disciplinary attitude of children aged 4-6 years according to Arikunto (2018) attitude discipline when following the learning, responsibility attitude to the assigned tasks and obedience to the rules in school.

The analytical methods used are double linear regression analysis and path analysis. H1: there is a positive and significant correlation between teacher performance and children discipline; H2: there are positive and meaningful correlation between teachers’ care pattern and children discipline; H3: there is positive and significant relationship between parental habituation and children discipline; H4: there is a positive and significant correlation between teacher performance and parental habituation; H5: There is a positive and significant correlation between teachers’ care pattern and parental habituation; H6: Parental habituation is an intermediary of the correlation between teacher performance and children discipline; and H7: Parental habituation is a mediator of the relation between teachers’ care pattern and children discipline.

RESULTS

Normality Test

The normality assumption test aims to test whether in the regression model the residual variable was distributed normally or not. On linear regression analysis, the expected residual is normally distributed. To test whether the residual was distributed normally or not, it can be seen through the Kolmogorov Smirnov test and the Normal Probability Plot (P-P Plot). The hypothesis of normality assumption is as follows:

- H₀: Remains normally distributed
- H₁: Remains not normally distributed

The test criteria state that when the Kolmogorov Smirnov probability value is greater than the significant alpha value of 5% or 0.05 and the data points spread around the diagonal line, and on the Normal Probability Plot (P-P Plot), the spread of data points in the direction following the diagonals, then the residual is declared to be normally distributed. The results of the test of normality assumption through the Kolmogorov Smirnov test and the Normal Probability Plot are depicted in Figure 1.

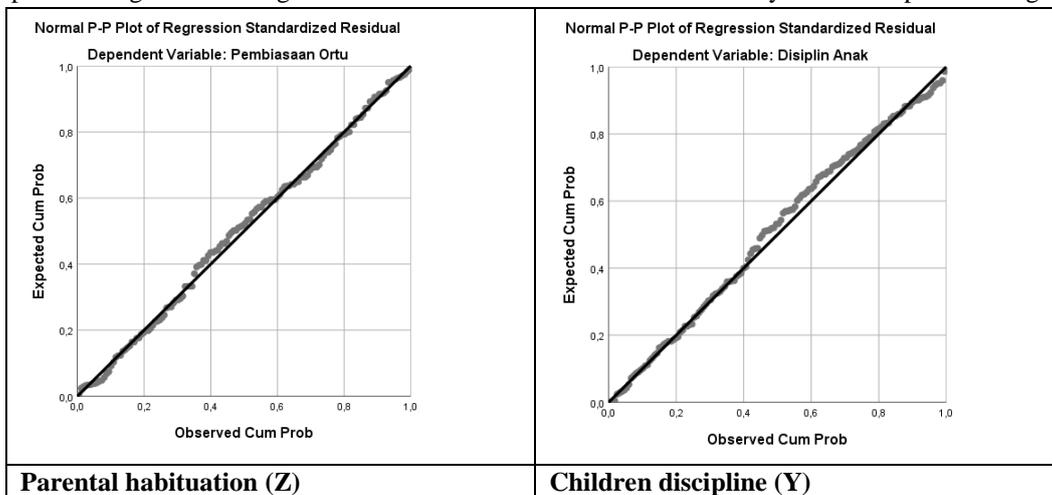


Figure 1. Results of the normality assumption test

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Based on the Normal Probability Plot chart, it shows that all data plot directions follow diagonal lines, then the residual is declared to be distributed normally. The assumption of normality is fulfilled.

Table 1. Normality Test

Model	Kolmogorov Smirnov	Probabilitas
Parental habituation (Z)	0,039	0,200
Children discipline (Y)	0,054	0,200

Source: Results from SPSS

Based on the Normality Assumption Test, all models produce the statistical probability of the Kolmogorov Smirnov test greater than the significant alpha value of 5% or 0.05 so that H_0 is accepted. This means that the residual on the model is declared to be normal distributed. The assumption of normality is fulfilled.

Linearity Test

The linearity assumption test aims to find out if there is a linear correlation between an independent variable and a dependent variable. In linear regression analysis, a linear correlation is expected. To test the assumption of linearity, it can be seen through a significant coefficient of the Linearity test. The test criteria state that if the probability value of the linearity test is less than the significant alpha value of 5% or 0,05, then it can be stated that the independent variable is linearly related to the dependent variable. The linearity assumption test results are given in Table 2.

Table 2. Linearity Test

Correlation	F	Sig.
Teacher performance (X1) → Parental habituation (Z)	45,744	0,000
Patterns of caring teacher (X2) → Parental habituation (Z)	19,006	0,000
Teacher performance (X1) → Children discipline (Y)	24,625	0,000
Patterns of caring teacher (X2) → Children discipline (Y)	17,335	0,000
Parental habituation (Z) → Children discipline (Y)	19,433	0,000

Source: SPSS Results

Based on the assumption of linearity testing, the probability of the statistics of the Linearity test is less than the significant alpha value of 5% or 0.05. Thus, it can be stated that there is a linear correlation between the teacher's performance (X1) to the parent's training (Z), the teacher's training pattern (X2) against the parents' training (Z), the teachers' training patterns (X 1) to the discipline of the child (Y), the tutor's learning patterning (X 2) to the child's care (Y) and the parent's learning (Z) to the children's care. (Y).

Multicollinearity Test

The multicollinearity test aims to determine whether there is a correlation between independent variables. In linear regression analysis, there is not any link between independent variables. The multicollinearity test was carried out by looking at the VIF values of each independent variable.

The test criteria state that if the VIF value is less than 10, there are no multicollinear symptoms. The multicollinearity test results are summarized as follows:

Tabel 3. Multicollinearity Test

Independent Variable	VIF	
	Z1 Model	Y Model
Teacher performance	1,162	1,379
Patterns of caring teacher	1,162	1,202
Parental habituation	-	1,326

Based on the results in the Table 3, it can be seen that all independent variables produce VIF values smaller than 10. Thus, the stated model does not have any symptoms of multicollinearity. The multicollinearity assumption was fulfilled.

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Heteroscedasticity Test

Testing the assumption of heteroscedasticity is used to find whether the residual has a homogeneous range or not. In the regression analysis, the residual is expected to have a homogeneous range. Testing the assumption of heteroscedasticity can be seen through the White Test and the scatterplot chart. The test hypothesis for the assumption of heteroscedasticity is as follows:

H0: Residual has a homogeneous range

H1: Residual does not have homogeneous range

The test criteria using the White Test state that when all the significance values of the independent variable \geq level of significant ($\alpha=5\%$) then the residual is declared to have a homogeneous range. Then, if a scatterplot chart is used, when the points do not form a specific or random pattern, the residual is stated to have a homogeneous range. The results of the test of the assumption of heteroscedasticity through the scatter plot is given in Figure 4.

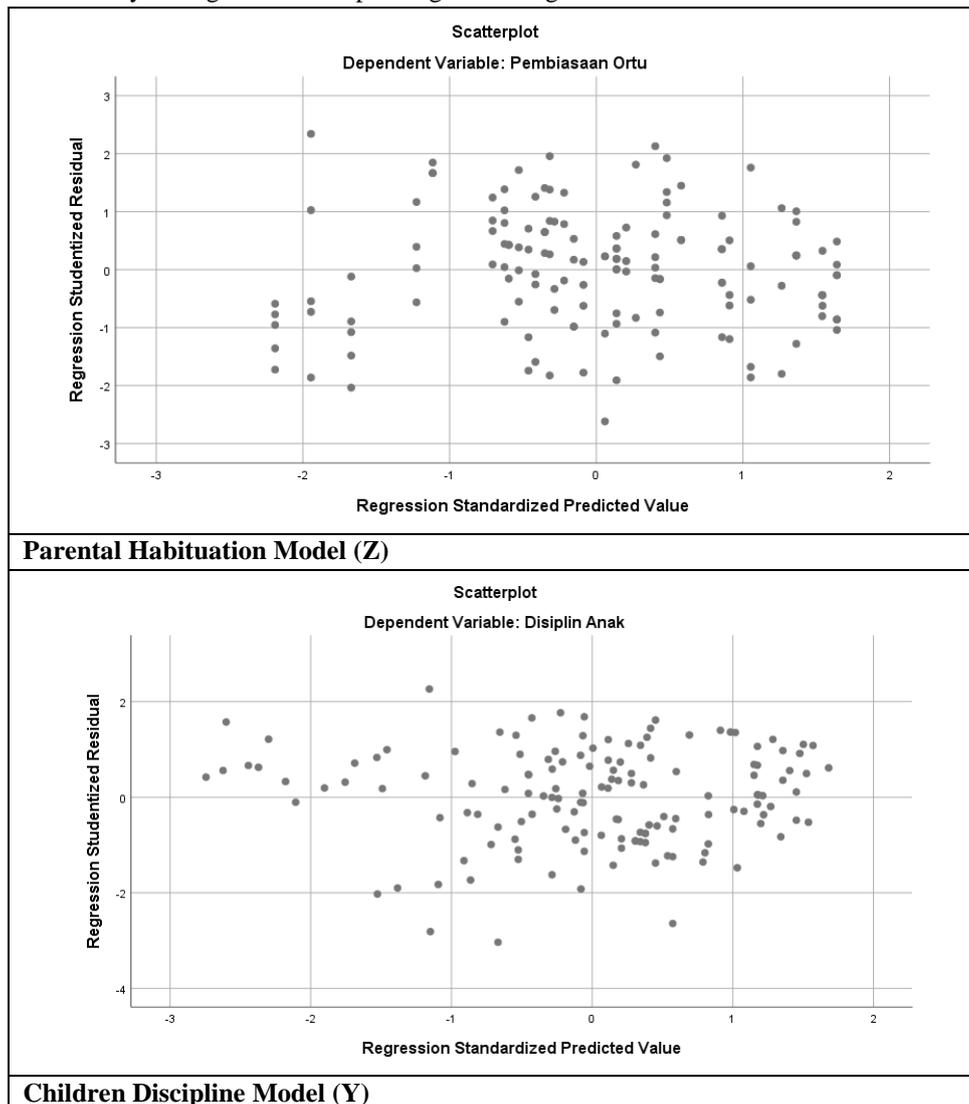


Figure 2. Result of the heteroscedasticity assumption

Based on the scatterplot chart, the points spread above and below or around the number 0, and also the spread of the data points does not form a wave pattern spread then narrow and spread back so that the residual is declared to have a homogeneous range. Thus the assumption of heteroscedasticity is fulfilled. To verify it again, it was tested the assumption of heteroscedasticity through the White Test.

Table 4. Heteroscedasticity test

Model	Chi-Square	Sig.
Parental habituation (Z)	6,093	0,297
Children Discipline (Y)	12,417	0,191

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Testing the assumption of heteroscedasticity showed that all models yielded a significance greater than the level of significant ($\alpha=5\%$ or $0,05$). This means that the residual is declared to have a homogeneous range. Thus the assumption of heterosexuality is fulfilled.

Regression of Model I

The regression of model I is to know the influence of teacher performance (X1) and patterns of caring teacher (X2) on parenting habituation (Z). Partial testing is used to test the hypothesis of the absence of a partial influence of an independent variable on a dependent variable. The test criteria stated that when the probability value $<$ level of significant ($\alpha = 5\%$ or $0,05$) then the effect of an independent variable on the partially dependent variable is stated.

The test of partial significance can be found through the summary in Table 5.

Table 5. Results of Direct Hypothesis Testing of Model I Regression

Effect	Coefficient	T-Statistics	Sig.	Information
Teacher performance (X1) \rightarrow Parents habituation (Z)	0,405	5,135	0,000	Significant
Patterns of caring teacher (X2) \rightarrow Parents habituation (Z)	0,173	2,190	0,030	Significant

The hypothesis test results are explained as follows:

The statistical t-value seen in Table 5 resulting from the direct relationship of Teacher Performance (X1) to Parent habituation (Z) is 5,135 with a significance value of 0,000. The resulting coefficient is 0.405 (positive), which means that the better the teacher's performance, the more likely it is to improve the parent's capacity. Based on this, the hypothesis that states that there is a direct and significant relationship between the teacher performance and parents habituation in the kindergartens in Kandangan, is accepted.

Later from the results in Table 5, it is also possible to know that the statistical t-value resulting from the direct relationship of the Teacher's care style (X2) to the Parents habituation (Z) is 2,190 with a significance value of 0,030. The significant value is less than the significant alpha 5% or 0.05. This means that there is a significant influence of the teacher's (X2) pattern on the creation of the elderly. (Z). Based on this, the hypothesis that states that there is a direct and significant relationship between the patterns of caring teacher and parents habituation in the kindergartens in Kandangan, is accepted.

Regression of Model II

The regression of model II aims to examine the effect of teacher performance (X1) and patterns of caring teacher (X2) and parent habituation (Z) on the children discipline (Y). Partial testing is used to test the hypothesis of the absence of a partial influence of an independent variable on a dependent variable. The test criteria state that when the probability value $<$ level of significant ($\alpha = 5\%$ or $0,05$) then the influence of an independent variable on the partially dependent variable is stated. The test of partial significance can be seen in Table 6.

Table 6. Results of Direct Hypothesis Testing of Model II Regression

Effect	Coefficient	T-Statistics	Sig.	Information
Teacher performance (X1) \rightarrow Children discipline (Y)	0,181	2,033	0,044	Significant
Patterns of caring teacher (X2) \rightarrow Children discipline (Y)	0,196	2,369	0,019	Significant
Parents habituation (Z) \rightarrow Children discipline (Y)	0,204	2,349	0,020	Significant

The test results of the hypothesis can be explained as follows:

Based on the results in Table 6, it can be seen that the statistical t-value resulting from the direct correlation of teacher performance (X1) to the children discipline (Y) is 2,033 with a significance value of 0,044. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between Teacher Performance (X1) and Children Discipline. (Y). The resulting coefficient was 0.181 (positive), which means that the better the teacher's performance, the more likely the children's discipline improves. Based on this, the hypothesis that states that there is a direct and significant positive correlation between the teacher performance and the children discipline in the kindergartens in Subdistrict Kandangan, is accepted.

Based on the results in Table 6, the statistical t-value resulting from the direct correlation of patterns of caring teacher (X2) to the children discipline (Y) is 2,369 with a significance value of 0,019. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between the patterns of caring teacher (X2) on the children discipline (Y). The resulting coefficient was 0.196 (positive), which means that the better the pattern of care of the teacher, the more likely it is to improve the discipline of the children. Based on this, the hypothesis that states that: There is a direct and

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significant correlation between the teacher care pattern and the children discipline in the kindergartens in Kandangan Subdistrict, is accepted.

Also, it can be seen that the statistical t-value resulting from the direct correlation of parents habituation (Z) with children discipline (Y) is 2,349 with a significance value of 0.020. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between parents habituation (Z) on the discipline of children. (Y). The resulting coefficient was 0.204 (positive), which means that the better the parenting of the parent, the more likely it is to improve the discipline of the child. Based on this, the hypothesis that states that there is a direct and significant relationship between parenting of parents and discipline of children in the kindergartens in Kandangan Subdistrict, is accepted.

Path Analysis

Path analysis was carried out to examine the effect of Teacher performance (X1) and patterns of caring teacher (X2) on Children discipline (Y) mediated by Parental habituation (Z). The part analysis used Preacher and Hayes (2004) SPSS Script for Simple Mediation. The results of the hypothesis test are depicted in Table 7.

Table 7. Results of indirect hypothesis testing

Independent	Estimate	S.E.	T Statistics	Prob.
Teacher performance (X1) → Parental habituation (Z) → Children discipline (Y)	0,2712	0,1076	2,5199	0,0117
Patterns of caring teacher (X2) → Parental habituation (Z) → Children discipline (Y)	0,1340	0,0522	2,5670	0,0103

The statistical t-value seen in Table 7 resulting from the indirect correlation of Teacher performance (X1) to Children discipline (Y) through Parental habituation (Z) is 2,5199 with a significance value of 0,0117. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect of the teacher performance (X1) on the discipline of the children (Y) through parenting habituation (Z). Based on this, the hypothesis showed that there is an indirect correlation between the performance of the teacher and the discipline of the children through the parental habituation in the kindergartens in Kandangan Subdistrict, is accepted.

Then, the statistical t-value resulting from the indirect correlation of the patterns of caring teacher (X2) to the children discipline (Y) through parental habituation (Z) is 2,5670 with a significance value of 0,0103. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect of the patterns of caring teacher (X2) on the children discipline (Y) through parenting habituation (Z). Based on this, the hypothesis that stated that: **There is an indirect correlation between the patterns of caring teacher and children discipline through parental habituation in the kindergartens in Kandangan Subdistrict**, is accepted.

DISCUSSION

A. Direct Correlation of Teacher Performance to Children Discipline at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

Based on the test results of the hypothesis, the statistical t-value resulting from the direct correlation of teacher performance to the children discipline is 2,033 with a significance value of 0,044. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between the performance of the teacher on the discipline of the children. The resulting coefficient was 0.181 (positive), which means that the better the teacher's performance, the more likely the children's discipline improves. The better the teacher's performance, the faster the learning goal can be achieved. In addition, the performance of a good teacher will also have a great impact on the discipline of the children. Teachers who have good teaching performance will be able to help children become more active and disciplined in school. The quality of teacher performance will be very decisive on the quality of educational outcomes, because teachers are the most direct contact with students in the educational process at PAUD institutions.

This is in line with Kuswana theory in Majid (2018) that the performance of the teacher is perceived to be successful when giving an effect on the development of the potential of the students in the psychological and physical context. It is positive to what he/she learns, both in terms of purpose and benefits. The ability of the teachers to solve the problems that exist in the students is highly necessary. The performance of a good teacher will affect the formation of discipline in the child. Teachers also formulate the learning goals, carry out the process and evaluate each student (Paris, Utaya, Setyosari, & Sin, 2018). Teacher performance profiles should have the qualities that can lead the children to the formation of good disciplined behavior (Ihsani, Kurniah, & Suprapti, 2018). The application of children character values must be programmed by the teacher as part of the teacher's performance (Susilawati, Wahdini, & Hadi, 2019).

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According to Muna'amah, Masitoh & Setyowati (2021), the discipline of children is highly influenced by the performance of teachers in carrying out learning in the classroom. A good teacher's performance in the cultivation of discipline will be determined in shaping the child's daily disciplinary behavior. The results of Fashlah, Rizalie and Suhaimi research (2021) stated that teachers need preparation for the implementation of organized learning to improve learning success. Ahmed Research (2020) also found a correlation between the teacher's ability to manage learning with the discipline of the children. In this case, the ability to manage learning and create a variety of methods in the classroom is part of the teacher's performance. According to Amri, et al., in (Rahmah, Suriansyah, & Wahdini (2019), to build a child's character, good teacher performance is required to include the activities of teachers in planning activities, implementing and evaluating. In addition, in the study Syslova (2019) stated that teachers who continuously improve the efficiency of planning, implementation and evaluation of their work will effect the process of improving child behavior. Also in line with the research of Poernamawijaya, Sulaiman, Suriansyah and Dalle (2018) that the effectiveness of the learning process depends on the quality or ability of the teacher.

B. Direct Correlation of Patterns of Caring Teacher to Children Discipline at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

The results of this study showed that there is a direct relationship between the patterns of caring teacher to the discipline of children. This indicates that a good teaching pattern will increase the discipline of the child, and vice versa. From the results of the test of the hypothesis, the statistical t-value resulting from the direct correlation of the patterns of caring teacher to the discipline of the children is 2,369 with a significance value of 0,019. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between the pattern of teacher care on the discipline of the child. The resulting coefficient was 0.196 (positive), which means that the better the style of care of the teacher, the more likely it is to improve the discipline of the children. Similarly, poor care style will tend to affect the disciplinary behavior of the children.

In the study of Muna'amah, Masitoh and Setyowati (2021) teachers played a role as a good example in disciplinary attitude. All teachers' habits will be demonstrated by children such as teachers who come on time, teachers that always throw rubbish to the trash, and so on. According to Dewey in Lestari (2020) children who are cared for with a positive pattern of caring approach are most likely to develop well, have good abilities, and always feel comfortable with themselves on all the results they have achieved. Positive caring patterns will develop good habits that are an important foundation in developing a positive character. Yusriana (2012) in her book argues that poor patterns of caring teacher such as authoritarian teachers greatly affect the disciplinary behavior of children in school. Teachers who apply authoritarian patterns of caring will result in a child who is stubborn, rebellious and difficult to regulate in instilling a disciplined attitude. In this authoritarian attitude, the teacher will be harsh in applying every rule in the classroom. In Berthelon's et al., study (2020) found that harsh caring patterns greatly affect children behavior.

Riati (Yatun, et al., 2021) argues that patterns of caring teacher greatly affect the disciplinary behavior of children. In childcare at school, teachers who often give rewards such as praising the child when the child is able to complete tasks on time will motivate the child for discipline in completing the tasks assigned to the teacher. In addition, the rules made during the teaching of teachers in the classroom should be clear and consistent so that the child is always consistent in the application of discipline (Sochib, 2019). Teachers should consistently provide equality both at school and outside of school as part of improving the child's learning outcomes and character (Susilawati, Wahdini, & Hadi, 2019). A good pattern of care is necessary in the cultivation of children discipline (Iswantiningtyas & Wulansari, 2018). The style of caring has a positive impact on learning performance (Aulia, Khafid, & Masturi, 2018), in this case it is the disciplined behavior of the children. Instead, poor style of caring, such as teacher undiscipline will have a negative impact on children's behavior because they will imitate what they see (Sutomo, Darmiaty, & Wahdini, 2021).

C. Direct Correlation of Teacher Habituation to Children Discipline at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

Based on the results of the test of the hypothesis, it can be seen that the statistical t-value resulting from the direct correlation of parenting with the discipline of the children is 2,349 with a significance value of 0,020. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between parents' habituation on the discipline of the children. The resulting coefficient is 0.204 (positive), which means that the better the parent's habituation, the more likely it is to improve the discipline of the children, and vice versa.

Jamaludin (2018) revealed that parenting is the best method in instilling disciplined character in children. Research conducted by Ihsani, Kurniah & Suprpti (2018) found that there is a positive and significant relationship between the habits of both teachers and parents with the discipline of children. Training is a pivotal point in developing children's discipline. According to Syarbini in Ihsani, Kurniah & Suprpti (2018), the cultivation carried out from the early days will have an impact on the disciplinary behavior of the children in later days that is expected to discipline behaviour becomes the custom of the habit that the children continue to do. The habits the parents consistently practice will affect the disciplined behavior of the children (Faujiah,

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Mulyadi, & Sumardi, 2020). The results of Zetira & Kamtini (2019) research found that the method of reproduction significantly affects the discipline of children. Maisyarah, Fadillah & Halida (2019) also found a relationship about the cultivation in the family with the disciplinary attitude of children in PAUD. Research by Putri, Suriansyah dan Wahdini (2019) found that the success of a PAUD institution in this regard, teacher success would not be realized without the role of the family environment that harmonizes the cultivation in the home to the child. The attachment between the child and the person has a strong influence on the behavior of the child, where every education given by the parent affects the child's future (Charmila, Wahdini, & Suriansyah, 2019). According to Suriansyah & Aslamiah in Mahmudah, Asniwati, & Aslamiah (2019), it is the strategy of teachers to shape good behavior such as discipline is with simplicity, customization and touching heart. The parenting style of parents is very important for the cultivation of discipline of children (Anggraeni, Elan, & Mulyadi, 2021). In the study Djafar & Kasidi (2021) stated that the practices carried out by parents from an early age will help the child in understanding the rules, Instead parents who have bad practices for example often give harsh punishment to discipline the children will harm the child that increasingly makes the children not behave disciplinary (Cuartas, 2021).

D. Direct Correlation of Teacher Performance to Parental Habituation at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

Based on the test results of the study hypothesis, it is possible to know that the statistical t-value resulting from the direct relationship of teacher performance (X1) with parental habituation (Z) is 5,135 with a significance value of 0,000. The resulting coefficient is 0.405 (positive), which means that the better the teacher's performance, the more likely it is to improve the parent's capacity. Increased teacher performance will have an impact on the practice that parents do at home.

Based on the theory according to Arikunto (2012), indicators of teacher performance is to carry out evaluation and follow-up evaluation. The evaluation carried out by the teacher has several stages, namely observation; recording using evaluation techniques such as daily records, anecdotal records and work results; processing of learning results is to carry out analysis in accordance with basic competence and indicators; portfolio archiving and the last is reporting. Parents will receive reports on their children's development while in the institution for a certain period of time. This report is especially important for parents because they are able to update the growth and development of the child during their stay at the institution. This report is not only made in writing but also is forwarded directly to parents. In this reporting case, effective communication is needed to be able to give understanding to parents (Sari, Sulaiman, & Suriansyah, 2019). According to Nurdin dan Anhusadar (2020), the message delivered by the teacher should be well accepted, complete and clear by the parents without any deviation of meaning and the parents give feedback on the message and feel the benefits of the message given. By knowing the development of the child routinely, whatever things the child has or has not achieved, the teacher expects disciplinary activities in the school can be done by parents as part of parenting parents at home. Elpa and Dafit study (2022) found that teachers who have a good discipline character cultivation program plan for implementing parents at home can influence a child's discipline change.

E. Direct Correlation of Patterns of Caring Teacher to Parental Habituation at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

The results of the hypothesis testing showed that the statistical t-value resulting from the direct correlation of patterns of caring teacher to parental habituation is 2,190 with a significance value of 0,030. The significance value is less than the significant alpha 5% or 0.05. This indicates that there is a significant effect between patterns of caring teacher on parental habituation. The better the pattern of teacher care, the better the habits given by parents to the child at home will be.

Based on the theory of Ayun (2019), patterns of teacher care applied in schools are one of them is to give attention to the children, such as communicating the good/performance of the children to parents and communicating children's problems to parents. Maimunah, Aslamiah and Suriansyah (2018) research results stated that building positive communication between teachers and parents is very important. The research Hartati (2020) carried out by teachers, such as the attention of teachers who often communicate with parents will affect the cultivation of parents at home to apply disciplinary attitude cultivation to children. Wahyuni and Putra (2020) also revealed the form of parenting of teachers in the delivery of children's problems to parents should be routine so that what is performed by teachers at school can be implemented by parents at home as part of the custom. Patterns of teacher care are developed based on good communication from teachers to parents to make disciplinary attitudes as part of parenting parents at home. According to Nopiyanti and Husin (2021) the communication carried out by teachers and parents is of positive value and aims to provide advice on compatibility applied by children at home.

F. Indirect Correlation of Teacher Performance to Children Discipline Through Parental Habituation at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

The statistical t-value resulting from the indirect correlation of teacher performance to the children discipline through parenting habituation is 2,5199 with a significance value of 0,0117. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant effect between the performance of the teacher on the discipline of the child through parenting

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habituation. This indicates that the performance of the teacher will affect the formation of the parents, so it will influence the disciplinary behavior of the child.

Indicators of teacher performance one of them is to carry out evaluation and follow-up evaluation (Arikunto, 2012). From the results of this assessment, the teacher can examine and analyze all the problems of the child. In this way, the teacher will do the necessary follow-up for repairs. Parents will receive a report on their child's development during their stay at the institute. This report is especially important for parents because they can know the growth and development of the child during their stay at the institution. This report is not only made in writing but is forwarded directly to parents. The teacher's ability to communicate the child's development according to Nurdin and Anhusadar (2020) must be well accepted, complete and clear by parents without the presence of significance deviations and parents give feedback on the message and feel the benefits of the message given. It is expected that there will be an impact on the cultivation of the parents at home.

Djaali (2018) stated that habituation is an action of a person acquired through repeated learning, which eventually becomes sedentary and automatic. Indrayasa and Suryanti (2020) stated that the habits of parents are the activities of parents as guides, educators, guardians and supervisors for children. Habits include parental control, demands, communication, compassion and parental intervention to their child. Burghardt (Dasopang & Montessori, 2018) stated that habituation is a process of reducing the tendency of response by using repeated stimulation, thus emerging a new pattern of behavior that is relatively sedentary and automatic. Children have the same habits as their parents have (Erzad, 2017). Instead, parents who are less supportive of the program implemented by teachers will also be an obstacle in the effort to produce good disciplinary behavior of the child, so it is necessary to actively communicate between teachers and parents (Mufidah & Jamain, 2020).

G. Indirect Correlation of Patterns of Caring Teacher to Children Discipline Through Parental Habituation at Kindergartens in Kandangan Subdistrict Hulu Sungai Selatan

Based on the results of the hypothesis testing, the statistical t-value resulting from the indirect correlation of the patterns of caring teacher to the discipline of the children through parenting habituation is 2,5670 with a significance value of 0,0103. The significance value is less than the significant alpha 5% or 0.05. This means that there is a significant influence of the pattern of teacher care on the discipline of the child through the formation of parents. This indicates that the pattern of care of teachers will affect the habituation of parents, so it will influence the disciplinary behavior of children.

According to the theory of Ayun(2019), one of the teachers' care patterns is to give attention to the child, communicate to parents both the activities carried out by the child and all problems that interfere with the development of the child. Disciplinary behavior in school. Wahyuni and Putra (2020) also revealed the form of parenting of teachers in the delivery of children's problems to parents should be routine so that what is performed by teachers at school can be implemented by parents at home as part of the custom. With a good teaching pattern, parents will make changes in discipline training at home. This will also contribute to the improvement of children's discipline.

In addition, teachers can carry out parenting activities in *paguyuban* classes, meetings in person with parents or make home visits in the implementation of follow-up for the cultivation of the child's disciplinary character (Hartati, 2020). Teachers need to be able to communicate important things related to the development of child behavior. The importance of this will affect the cultivation of parents at home in educating the behavior of children as discipline (Muzaki, Mulyadi, & Dewantoro, 2021). The research study conducted by Lahti et al., (2019) showed that the pattern of care of teachers performed well, such as doing home visits, interacting with the parents of the students will have an impact on the cultivation of parents at home which also affects the changes in child behavior such as discipline.

CONCLUSIONS

Based on the study's findings, the following conclusions are drawn: There is a positive and statistically significant correlation between teacher performance and children discipline at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan, as indicated by a t-value of 2,033 and a significance level of 0.044. There is a positive and significant correlation between the pattern of caring teacher and discipline of children at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan with a statistical t value of 2,369 values of significance of 0.019. There is a positive and significant correlation between parental behaviour and children discipline at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan with a statistical t value of 2,349 value of significance of 0.020. There is a positive and significant correlation between teacher performance and parenting of parental habituation at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan with a statistical t value of 5,135 value of significance of 0,000. There is a positive and significant correlation between the pattern of caring teacher and parental habituation at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan with a statistical t value of 2,190 with a significance value of 0,030. There is an indirect correlation between the performance of teachers with the discipline of children through the cultivation of parents habituation at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan with a statistical t value of 2,5199 with a significance value of 0,0117. There is an indirect correlation between the pattern of teachers' care with the children discipline

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through parental habituation at kindergartens in Kandangan subdistrict, Hulu Sungai Selatan with a statistical t value of 2,5670 with a significance value of 0,0103.

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