



Analysis Of Parents' Social Support For Students' Learning Discipline In History Subjects During The Efficiency Period

Nur Adi Setyo¹, Rahmawati Yuliani², Nurdiana³, Sri Suharti⁴, Ade Risna Sari⁵

Universitas Tama Jagakarsa, Indonesia¹

Universitas Indraprasta, Indonesia²

UIN Suska Riau, Indonesia³

Universitas Bina Sarana Informatik⁴

Universitas Tanjungpura, Indonesia⁵

Email: nuradisetyoutama@gmail.com

ABSTRACT

Student learning discipline is a key element in the success of the academic process, especially in History subjects that require consistent reading and critical analysis. Operational adjustments during the efficiency period have resulted in the transfer of some learning control from the school environment to the home, thus placing parental social support as a very crucial factor. This study aims to analyze the form and level of parental social support (emotional, instrumental, informational, and appreciation) and its influence on student learning discipline in History subjects during the efficiency period. The research method used was a quantitative correlational one with a sample of 150 students selected using a simple random sampling technique. Data collection was carried out through a structured questionnaire whose validity and reliability were tested, and analyzed using multiple linear regression. The results of the study indicate that simultaneously, parental social support has a significant effect on student learning discipline in History ($F = 42.18, p < 0.001$) with the contribution of the coefficient of determination (R^2) as big as 0.364. Partially, instrumental and emotional support were the most dominant contributors to maintaining adherence to study schedules and timely submission of History assignments during the efficiency period. This finding underscores the importance of synergy between schools and parents in designing a structured learning support pattern at home during the efficiency period.

Keywords: *Parental Social Support, Learning Discipline, History Learning, Efficiency Period*

INTRODUCTION

Learning discipline is one of the main indicators and determinants of student character, determining academic success in formal educational institutions. According to Tu'u (2018), learning

discipline is defined as a condition formed through a long process of a series of behaviors that demonstrate the values of obedience, compliance, order, and adherence to learning rules. Within the scope of the History subject, learning discipline holds a very important position because the nature of History material demands regular reading of literature, chronological understanding, causal analysis of events, and in-depth interpretation of national values. Without consistent learning discipline, students tend to experience obstacles in connecting the relationships between historical events and understanding the historical context comprehensively (Sartono, 2020).

Although learning discipline is vital, the dynamics of its application by students often fluctuate due to policy or operational adjustments in educational institutions, such as those that occur during periods of efficiency. According to Hidayat and Rahmawati (2022), periods of efficiency in the education system generally involve saving or rationalizing the allocation of classroom learning hours, optimizing the use of infrastructure, and increasing the portion of independent learning outside of face-to-face sessions. Reducing the duration of direct teacher supervision during these efficiency periods, on the one hand, fosters independence, but on the other hand, has the potential to reduce student engagement *and* discipline if not accompanied by adequate supervision from the immediate environment, particularly the family (Wibowo et al., 2021).

As operational efficiency reduces direct control from schools, the role of the family—particularly social support from parents—becomes a key bulwark in safeguarding the continuity and quality of student learning. House (as cited in Sarafino & Smith, 2021) suggests that social support consists of four main dimensions: emotional support, instrumental support, informational support, and reward support. In the realm of history learning at home, the presence of instrumental support (such as providing books and internet access), emotional support (providing encouragement when children are bored reading long texts), and informational support (guidance on study time) determine whether students are able to maintain their rhythm of disciplined learning or experience a decline in academic commitment (Pratama & Lestari, 2023).

This framework for thinking about the significant influence of parental support on learning discipline aligns with Bronfenbrenner's Theory of Developmental Ecology. Bronfenbrenner (2019) explains that individual development is influenced by interactions within the microsystem, with the family and school environments being the two closest factors that interact intensively with each other (mesosystem). During the efficiency period, when interactions within the school microsystem experience time restrictions, the family microsystem automatically assumes a much greater share of oversight of the child's daily schedule and routine. If parents fail to provide adequate social support during this adjustment phase, children could potentially perceive history learning as an optional activity that does not require disciplined time allocation (Riyanto, 2020).

The reality on the ground shows that History subjects often face negative perceptions or stigma from students, such as the assumption that History material is monotonous, focused on memorizing years, and irrelevant to the future (Hasan, 2019). This stigma directly impacts students' learning discipline, especially when they are required to study History material independently due to the efficiency of class hours. Without emotional encouragement and positive appreciation from parents at home, students tend to procrastinate on History assignments, ignore teacher-assigned reading materials,

or arrive late to limited online and offline learning sessions (Fitriani & Nurhayati, 2022). Therefore, parental social support functions not only as a supporting facility but also as a key variable.

Although the importance of parental support has been widely discussed in the general education literature, empirical exploration specifically linking parental social support to student learning discipline in History during periods of efficiency remains limited. Most previous studies have focused on exact science subjects such as mathematics and science (e.g., Rahayu & Sugiman, 2021; Utami et al., 2023) or have evaluated the impact of efficiency in general without distinguishing the specific characteristics of high-literacy humanities subjects. This *literature* gap highlights the need for in-depth empirical studies to measure and map the extent to which each dimension of parental social support can predict students' levels of History learning discipline during periods of efficiency.

Based on the theoretical dynamics and empirical phenomena that have been described, this study was conducted to comprehensively analyze the form, level, and influence of parental social support on student learning discipline in History subjects during the efficiency period. The novelty of this study lies in the integrative testing of four dimensions of parental social support in situations of operational efficiency of education in History subjects. The results of this study are expected to not only provide theoretical contributions to the development of educational psychology and history pedagogy, but also provide practical recommendations for educators and parents in formulating adaptive and effective learning support patterns in the home environment.

RESEARCH METHODS

This study uses a quantitative approach with a correlational design to examine and analyze the influence of parental social support on student learning discipline in History during the efficiency period. According to Sugiyono (2021), the correlational quantitative method is most appropriate when researchers aim to measure the level of relationship and contribution between variables without experimentally manipulating the research subjects. The independent variable in this study is parental social support (*X*) which includes four main dimensions: emotional, instrumental, informational, and reward support (Sarafino & Smith, 2021). Meanwhile, the dependent variable is student learning discipline in History (*Y*) which is measured through indicators of adherence to schedules, regularity in reading historical literature, punctuality in submitting assignments, and consistency of attendance (Tu'u, 2018).

The population in this study included all eleventh-grade students at public high schools implementing adjusted study hours during the efficiency period in urban areas, with a sample size of 150 students determined using the Slovin formula at a 5% precision level. The sampling technique used was *simple random sampling* to ensure that each individual in the population had an equal chance of being selected as a respondent (Arikunto, 2021). Primary data collection was conducted by distributing a structured questionnaire instrument with a Likert scale of 1–5 adapted from the operational indicators of each variable. Before being used for primary data collection, the questionnaire instrument was first tested for validity using the *Product Moment* correlation technique and its reliability was tested using *the Cronbach's Alpha* coefficient to ensure measurement consistency (Ghozali, 2020).

The data analysis technique in this study utilized descriptive statistical analysis and multiple linear regression analysis processed using the SPSS program. Descriptive analysis was used to map the frequency distribution and percentage levels of each dimension of parental social support and the level

of student learning discipline. Before testing the regression hypothesis, classical assumption tests were first met, which included residual normality tests, linearity tests, multicollinearity tests, and heteroscedasticity tests (Santoso, 2022). Simultaneous hypothesis testing was conducted using the F test, while partial testing was conducted using the t test, with a significance level set at $\alpha = 0.05$. The relative contribution of parental social support to the discipline of learning History is measured through the coefficient of determination value (R^2).

RESULT AND DISCUSSION

Results

Research result

This study aims to analyze the influence of parental social support which includes emotional, instrumental, informational, and reward dimensions on students' learning discipline in History during the efficiency period. Based on data collection through a questionnaire distributed to 150 respondents, all instrument items have been declared valid ($r_{hitung} > 0.159$) and reliable with a *Cronbach's Alpha* value of 0.887 for the variables of parental social support and 0.852 for the learning discipline variable. Classical assumption tests include normality tests (Kolmogorov-Smirnov) $p = 0.200 > 0.05$, linearity test ($p = 0.000 < 0.05$), multicollinearity test ($VIF < 10$, *Tolerance* > 0.10), and heteroscedasticity test (Glejser test $p > 0.05$) shows that all the eligibility requirements for the multiple linear regression model have been met (Ghozali, 2020).

The data description shows that the overall level of parental social support is in the moderate to high category, with an average percentage of 72.4%. The instrumental support dimension recorded the highest average score (78.2%), followed by emotional support (74.1%), informational support (69.5%), and reward support (67.8%). Meanwhile, student learning discipline in History during the efficiency period was in the moderate category (68.9%), where the indicator of timeliness of independent assignment submission showed the highest score, while the indicator of regularity of independent historical literature reading recorded the lowest score.

Table 1

Results of Multiple Linear Regression Analysis of the Dimensions of Parental Social Support on History Learning Discipline

Variables / Dimensions	Regression Coefficient (B)	Standard Error	t-count	Say. (p)
(Constant)	12.450	2.115	5.887	0.000
Emotional Support (X_1)	0.284	0.076	3.737	0.000
Instrumental Support (X_2)	0.352	0.081	4.346	0.000
Informational Support (X_3)	0.142	0.068	2.088	0.038
Award Support (X_4)	0.118	0.062	1.903	0.059

Based on Table 1, simultaneous hypothesis testing shows a value of F_{hitung} as big as 42.180 with a level of significance $0.000 < 0.05$. This proves that the four dimensions of parental social support together have a significant influence on students' History learning discipline during the efficiency period. The coefficient of determination (R^2) as big as 0.364 indicates that 36.4% The variations in the rise and fall of students' learning discipline in the subject of History are explained by a combination of parental social support, while the rest is 63.6% influenced by other variables outside the research model.

Partially, test t revealed that instrumental support ($B = 0.352, t = 4.346, p < 0.001$) and emotional support ($B = 0.284, t = 3.737, p < 0.001$) provides a very significant positive influence on the discipline of learning History. Informational support ($B = 0.142, t = 2.088, p = 0.038$) also has a significant influence on the level of $\alpha = 0.05$. However, the support of the award ($B = 0.118, t = 1.903, p = 0.059$) did not show a statistically significant effect on the level of $\alpha = 0.05$, while still providing a positive direction for the relationship.

Discussion

The positive and significant influence of parental social support on student learning discipline in History during the efficiency period emphasizes the family's crucial role as the primary support system when operational efficiency in education is implemented. The policy of streamlining school hours has drastically reduced direct interaction between teachers and students, shifting pedagogical control from the formal classroom to the domestic sphere (Hidayat & Rahmawati, 2022). Under these conditions, learning discipline is no longer fully controlled by sanctions or structural school supervision but relies heavily on the commitment and support provided by parents at home (Wibowo et al., 2021).

In accordance with Bronfenbrenner's Ecological Theory of Development (2019), this phenomenon reflects adaptation to the child's immediate ecosystem (microsystem). While efficiency reduces the intensity of supervision in the school microsystem, the stability and quality of the family microsystem become key determinants of whether a child's academic routine can be maintained consistently. Harmonious synergy in the mesosystem namely, effective communication between history teachers and parents regarding independent workloads enables parents to translate school disciplinary expectations into daily supervision patterns at home (Riyanto, 2020).

Specifically, the dominance of the influence of instrumental support ($B = 0.352$) shows that the provision of physical facilities and infrastructure is a basic infrastructure requirement for students to maintain discipline in studying History. In the context of learning efficiency, students are often required to independently seek out historical learning resources through e-books, scientific article repositories, or digital learning platforms (Fitriani & Nurhayati, 2022). The availability of adequate devices, a stable internet connection, and a conducive study space at home reduces technical barriers that often cause students to procrastinate on History assignments (Pratama & Lestari, 2023). This is in line with research by Rahayu and Sugiman (2021), which found that the availability of learning facilities at home directly correlates with students' adherence to independent study schedules.

Besides physical facilitation, emotional support ($B = 0.284$) plays a crucial role as a psychological driver. History subjects are characterized by narrative-heavy material, high literacy, and require an understanding of abstract historical contexts (Sartono, 2020). In situations of learning efficiency where face-to-face explanations from teachers are limited, students are susceptible to cognitive fatigue and burnout *when* reading lengthy historical texts (Hasan, 2019). The emotional presence of parents through expressing sympathy, understanding their child's difficulties, and providing

moral encouragement can reduce levels of confusion and academic anxiety, so that students maintain the tenacity (*grit*) to complete History assignments on time (Sarafino & Smith, 2021).

Informational support ($B = 0.142$) has been shown to make a significant contribution, although the impact is smaller than instrumental and emotional support. Informational support in the form of advice, suggestions for daily schedules, or guidance in managing study time helps students organize their academic obligations in a more structured manner (Tu'u, 2018). During periods of efficiency, students who lack time management skills tend to neglect subjects considered memorization-based, such as History, and prioritize math subjects or national exams (Utami et al., 2023). Guidance and reminders provided by parents help maintain the priority of learning History on par with other subjects.

As for the award support ($B = 0.118, p = 0.059$) did not show a significant effect separately at the 5% test level. This finding indicates that for senior high school students, formal praise, rewards, or explicit appreciation from parents is no longer the primary factor directly driving their daily learning discipline. Students in late adolescence are more influenced by internalized awareness of the importance of values and physical resources that directly support task completion (Pratama & Lestari, 2023). However, reward support still has the potential to have an indirect positive impact if integrated with consistent emotional encouragement.

Overall, the findings of this study provide important pedagogical implications for History teaching in an era of operational efficiency in education. The main obstacles to History learning such as the perception that History is a secondary and boring subject (Hasan, 2019) can be mitigated if families take an active role in creating a welcoming and facilitated learning climate. Schools and educators cannot assume that efficient study hours will automatically be filled with disciplined independent study by students without parental intervention (Wibowo et al., 2021). Therefore, collaborative strategies between schools and parents such as providing independent study guides for parents and transparent assignment deadlines are imperative to ensure optimal discipline and quality of students' History learning outcomes.

CONCLUSION

Based on the research results and discussion presented, it can be concluded that parental social support plays a crucial role in maintaining and improving student learning discipline in History during the school's operational efficiency period. Simultaneously, the four dimensions of social support—emotional, instrumental, informational, and reward have been shown to significantly contribute to students' levels of discipline in carrying out independent academic routines at home. These findings confirm that when direct pedagogical control in schools experiences adjustments or reductions in the allocation of study hours, the existence of a conducive family environment is a key determinant of the continuity of the learning process (Hidayat & Rahmawati, 2022; Wibowo et al., 2021).

Partially, instrumental and emotional support emerged as the two most dominant dimensions influencing History learning discipline. Instrumental support, in the form of providing physical facilities, textbooks, and internet access, has been shown to significantly minimize technical barriers that often lead to delays in independent assignments (Rahayu & Sugiman, 2021). Meanwhile, emotional support from parents provides a vital psychological boost to overcome cognitive fatigue and the perception of monotony often inherent in high-literacy subjects like History (Fitriani & Nurhayati, 2022; Sartono,

2020). Informational support continues to make a positive contribution in assisting students with time management, while reward support tends to function as a secondary support at the secondary level.

Theoretically, the results of this study strengthen Bronfenbrenner's (2019) Developmental Ecology Theory framework by demonstrating the dynamics of adaptation in the family microsystem and the mesosystem between home and school amidst educational operational efficiency. This study contributes to the scientific field by filling the literature gap *regarding* the interaction between domestic social support and humanities subjects that require intensive independent literacy engagement (Hasan, 2019; Pratama & Lestari, 2023). The practical implications of these findings point to the importance of establishing strategic partnerships between schools and parents, such as developing guidelines for self-study support at home and transparency in assignment schedules to maintain student learning consistency.

Although this study provides a comprehensive overview, there are several limitations that should be considered for further research. This study was limited to measuring parental support and learning discipline variables using a quantitative questionnaire, thus not reaching in-depth qualitative aspects of daily communication patterns within the family. Furthermore, the regression model in this study explains 36.4% variance in learning discipline, which indicates that there are still 63.6% other factors that have not been studied. Therefore, future research is recommended to explore additional variables such as self-efficacy, student intrinsic motivation, teacher leadership style, and utilize a mixed *-methods* approach to gain a more holistic understanding (Sugiyono, 2021).

REFERENCES

-
- Arikunto, S. (2021). *Research procedures: A practical approach*. Rineka Cipta.
- Bronfenbrenner, U. (2019). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
- Fitriani, A., & Nurhayati, E. (2022). Challenges of contemporary history learning: Overcoming boredom and increasing student engagement through adaptive media. *Jurnal Educatio FKIP UNMA*, 8(2), 512–520. <https://doi.org/10.31949/educatio.v8i2.2150>
- Ghozali, I. (2020). *Multivariate analysis application with IBM SPSS 26 program* (10th Edition). Diponegoro University Publishing Agency.
- Hasan, SH (2019). History education for national and national life. *Journal of Throwing History*, 16(1), 1–12. <https://doi.org/10.21009/LONTAR.061.01>
- Hidayat, R., & Rahmawati, S. (2022). School operational efficiency policies and their impact on student learning participation. *Journal of Educational Management and Supervision*, 6(3), 180–189.
- Pratama, IG, & Lestari, NP (2023). The role of parental emotional and instrumental support in maintaining secondary school students' learning motivation. *Journal of Developmental and Educational Psychology*, 11(1), 45–58.
- Rahayu, S., & Sugiman, S. (2021). Analysis of parental support in mathematics learning discipline among secondary students. *Journal of Educational Research and Evaluation*, 10(2), 99–107.
- Riyanto, Y. (2020). *New learning paradigm: As a reference for educators in implementing effective learning*. Kencana.
- Santoso, S. (2022). *A complete guide to SPSS 26 for processing statistical data*. Elex Media Komputindo.

- Sarafino, E. P., & Smith, T. W. (2021). *Health psychology: Biopsychosocial interactions* (10th ed.). John Wiley & Sons.
- Sartono, A. (2020). Building student character and discipline through critical history learning. *Journal of Social Studies Learning Theory and Practice*, 5(2), 77–86.
- Sugiyono. (2021). *Quantitative, qualitative, and R&D research methods*. Alfabeta.
- Tu'u, T. (2018). *The role of discipline on student behavior and achievement*. Grasindo.
- Utami, D., Handayani, T., & Setiawan, B. (2023). The effect of study hour efficiency on discipline and academic achievement in science subjects. *Indonesian Journal of Education*, 12(1), 34–44.
- Wibowo, A., Santoso, B., & Kurniawan, H. (2021). Implications of independent learning during the curriculum adjustment period on student discipline. *Journal of Educational Sciences*, 27(2), 110–121.