

Qualitative Analysis of Student Discipline Among Children of Migrant Parents and Its Implications for Instructional Innovation at SD Negeri Adirejakulon

Triyani¹, Ana Andriani², Wakhudin³

¹SD Negeri Adirejakulon Adipala, Cilacap, Indonesia

^{2,3} Universitas Muhammadiyah Purwokerto, Banyumas, Indonesia

E-mail: ^{1*}kalila.althaf282@gmail.com, ²ana.andriani@gmail.com, ³wakhudin@gmail.com

*Corresponding Author

Article History: Received: May 7, 2026; Accepted: June 26, 2026; Published: June 30, 2026

ABSTRACT

The discipline of students with the background of migrating parents is the subject of this research. This study aims to analyze the discipline of students with the background of migrating parents at SD Negeri Adirejakulon, Adipala District, Cilacap Regency. The descriptive qualitative approach with the case study method is the approach and method used in this study. The research subjects in this study are students, parents, and teachers. Data collection techniques through observation, interviews, and documentation. The results of the study show that the attitude of students who have high discipline shows responsibility in carrying out every rule and task given which consists of time discipline, such as being on time in learning, doing assignments according to responsibility, compliance with school rules and discipline of actions, such as obedience to the rules of the game and school activities, neatness and conformity with dress standards, involvement in maintaining order, awareness and self-control. Migrating parents do not carry out their role optimally, especially in terms of providing guidance and assistance. Parental participation is needed to create a conducive learning atmosphere and form positive habits for children.

Keywords: Instructional Innovation, Migrant Parents, Qualitative Analysis, Students Discipline.



Copyright © 2026 The Author(s)

This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

INTRODUCTION

Education is the main foundation in building an advanced and civilized civilization. Surah At Tahrim verse 6 touches on the importance of Islamic education from an early age. A good pattern of education will provide an understanding of religion that is pleasing to Allah ﷻ. This understanding is what gives birth to the bond to maintain each other's safety in this world and the hereafter.

Rasulullah ﷺ said: "There is no better gift a father gives to his son than good manners." (H.R Tirmidzi Number 1952). This hadith narrates the obligation to educate children well. Parents are obliged to educate their children with Islamic values and good morals. Article 12 of Law Number 39 of 1999 concerning Human Rights states that everyone has the right to protection for their personal development, educating themselves and improving their quality of life in order to become a human being who is faithful, devout, responsible, noble, happy, and prosperous in accordance with human rights.

The family is the first environment that influences various aspects of child development (Y. Suyitno, 2021). The family is a good place for children's socialization because most of the time is spent by children in the family (Andriani, A., Muntohar, & Fathoni, 2023). The role of parents as mentors and role models for children is very important in shaping children's personality, attitudes, and moral values from an early age (Pahlevi et al., 2022; Ward et al., 2024; Bălătescu et al., 2023).

The problem that exists at SD Negeri Adirejakulon Adipala, Cilacap is the lack of attention from migrating parents in guiding the discipline of students. The researcher took a formulation of the problem regarding how the discipline of students with the background of their parents migrated. The purpose of this study is to analyze the discipline of students with the background of migrating parents. This research is useful for new strategies in improving student discipline and can help students understand the importance of discipline in daily life.

Human behavior is influenced by efforts to meet basic needs arranged hierarchically, ranging from physiological needs to self-actualization (Maslow, 1954). The stages of Maslow's needs include: physiological, security, affection and belonging, self-esteem, and self-actualization. Children who are left behind by migrating parents often experience a lack of affection and a sense of belonging.

Parental migration has become a global social phenomenon that affects children's educational experiences and psychosocial development. Studies have reported that children left behind by migrant parents often experience reduced parental supervision, emotional distance, and challenges in behavioral adjustment, which may affect their academic engagement and disciplinary behavior (Khalid et al., 2023; Liu et al., 2024; Qiu et al., 2024).

The character possessed by a person is basically formed through a fairly long learning process. The parties that play an important role in shaping a person's character are family, teachers, and peers (Andriani & Wakhudin, 2020). The character of student discipline can be improved through the active role of teachers through five dimensions, including instructors, educators, supervisors, trainers, evaluators). The consistent and continuous use of these methods helps to internalize discipline as a character (Arto & Wakhudin, 2021).

Discipline is individual behavior that is able to comply with values and norms that people or groups believe in (Mukhasin & Andriani, 2021). The types of disciplines seen from the approach are as follows: 1) Discipline that emphasizes obedience is focusing on obedience to the rules and instructions of teachers or authorities. 2) Discipline that emphasizes value understanding aims to make students internalize values so that they are obedient because they understand and believe in them (Lickona, 2013).

Discipline indicators can be detailed concretely such as, time discipline, including: 1) Punctuality in attendance, 2) Doing tasks according to responsibilities and provisions, 3) Compliance with class and school rules. Discipline includes: 1) Obedience to the rules of certain games and activities, 2) Neatness and suitability in dressing, 3) Involvement in maintaining order, 4) Awareness and self-control (Agustin Sukses Dakhi, 2020).

Student discipline is an essential component of successful learning because it promotes responsibility, self-control, and compliance with educational expectations. Contemporary research emphasizes that discipline should not merely focus on obedience but should foster self-regulation and intrinsic responsibility through supportive learning environments (Bear, 2011; Gregory et al., 2021; Simonsen et al., 2022).

Children's development is greatly influenced by the process of parental treatment or guidance for children in getting to know various aspects of social life, or norms of social life and encouraging and setting an example for their children on how to apply these norms in daily life (Andriani, A., Muntohar, & Fathoni, 2023). The role of parents in education includes: 1) Parents as educators, 2) Parents as encouragers, 3) Parents as facilitators and 4) Parents as supervisors (Ahmid, 2015).

The impact of children who are left behind by their parents is that children have psychosocial problems resulting from the lack of attachment between children and parents. The absence of parents due to migration will result in a less fulfilled approach relationship and attachment relationship between children and parents (Rahman et al., 2024).

The process of migrating is imbued with a futuristic spirit to improve life, reflecting that migrating is not only about changing places, but also maintaining togetherness and communal identity in conditions. Parents choose to migrate because of economic limitations in their home areas, such as lack of jobs, low income, and difficulty meeting family needs. They choose to work outside the region or abroad, in the hope of sending their children to a higher level because the wages they receive are much higher (Zahroh, 2023).

Previous research has shown that the family is the main environment in the process of socialization and character formation of children (Andriani & Wakhudin, 2020). The absence of migrating parents has an impact on the reduction of emotional closeness between parents and children (Rahman et al., 2024). Other research also explains that migrating is generally done because of economic encouragement to improve family welfare (Zahroh, 2023). The study has not studied much about how children's discipline and learning habits are when parents travel.

The novelty of this research lies in the formation of children's discipline and learning habits when parents migrate both at home and at school. The role of teachers and parents/guardians is a motivator and facilitator in improving student discipline. The study describes how the patterns of guidance, direction, and control provided by children's companions at home and at school affect children's learning motivation, responsibility, and disciplined behavior both at home and at school. Recent educational studies suggest that disciplined behavior is closely associated with self-regulated learning. Students who effectively manage their learning activities tend to demonstrate stronger time-management skills, task completion rates, and behavioral control during classroom activities (de Boer et al., 2023; Cheng et al., 2024; Zimmerman, 2020).

Previous studies have extensively examined parental involvement, character education, and student discipline in elementary schools. However, limited research has specifically investigated how student discipline is developed among children whose parents migrate for employment, particularly within rural Indonesian elementary school contexts. Existing studies primarily focus on psychosocial impacts, parenting styles, and academic achievement, while the instructional strategies employed by teachers to compensate for reduced parental presence remain underexplored (Ward et al., 2024; Zhang et al., 2024; Alfiasari et al., 2025).

The absence of migrant parents may weaken direct supervision; however, schools can compensate through instructional innovation. Structured routines, positive behavioral interventions, collaborative teacher-guardian communication, and social-emotional learning practices have been shown to strengthen student discipline and self-regulation (CASEL, 2023; OECD, 2023; UNESCO, 2024)

Furthermore, little is known about how collaboration between teachers, guardians, and migrant parents contributes to discipline formation in daily learning activities. This gap is particularly evident in schools where a substantial number of students are raised by extended family members due to parental migration (El Alaoui & Ahbala, 2024; Li, 2023).

Therefore, this study offers novelty by examining student discipline through the lens of instructional innovation and collaborative discipline-building practices involving teachers, guardians, and migrant parents at SD Negeri Adirejakulon, Cilacap, Indonesia.

METHODS

This study uses a qualitative research approach with a case study method. Qualitative research is a method to explore and understand the meaning that a number of individuals or a group of people consider to come from social or humanitarian problems (Creswell, 2023). Case

studies are research designs that are widely used in various fields, especially in evaluation (Creswell, 2023).

The data source in this study uses purposive sampling techniques and snowball sampling techniques. Purposive sampling can be explained by a sampling technique with certain considerations based on meeting information needs. Snowball sampling is a sampling technique that starts small and then develops into more in line with the development of information and data fulfillment. The subject of the study is students at SDN Adirejakulon, Adipala District, Cilacap Regency who have different disciplines reviewed from the background of their parents abroad.

The data collection techniques used in this study are observation, interviews, and documentation.

1. Observation

The observation carried out in this study aims to obtain data related to the discipline of students at SD Negeri Adirejakulon, Adipala District, Cilacap Regency with the background of parents abroad, so that a thorough observation is needed regarding various aspects to be studied.

2. Interview

The types of interviews used in data collection are: (1) structured interviews, (2) semi structured interviews, and (3) unstructured interviews (Amir Hamzah, 2020: 67). Interviews in this study were conducted with students, parents of students and teachers at SD Negeri Adirejakulon, Adipala District, Cilacap Regency to obtain information about student discipline reviewed from the background of parents abroad.

3. Documentation

Documentation was conducted to obtain supporting data relevant to the research objectives, including school records, student attendance reports, discipline records, photographs of school activities, and other documents related to students' disciplinary behavior. These documents were used to complement and verify data obtained through observations and interviews.

The data were analyzed using the five-phase qualitative data analysis framework proposed by Bingham (2023). This framework emphasizes a systematic and iterative process consisting of data organization, coding, memoing, pattern identification, and interpretation. The approach enables researchers to produce rigorous and trustworthy findings while maintaining transparency throughout the analytical process.

1) Data Organization

The first phase involved organizing data obtained from observations, interviews, and documentation. All field notes, interview transcripts, and supporting documents were compiled, classified, and stored systematically. Organizing the data allowed the researcher to become familiar with the information and prepare it for further analysis (Bingham, 2023).

2) Coding

In the second phase, the researcher conducted coding by assigning labels to meaningful segments of data. Codes were developed from participants' statements, observed behaviors, and documentary evidence related to student discipline, parental involvement, responsibility, punctuality, and instructional practices. Coding helped identify significant concepts emerging from the data (Bingham, 2023).

3) Memoing and Categorization

After coding, analytical memos were written to record reflections, interpretations, and emerging ideas. Similar codes were grouped into broader categories representing recurring themes. For example, codes related to punctuality, task completion, and rule compliance were

categorized under “disciplinary behavior,” while codes related to teacher guidance and parental support were categorized under “discipline support mechanisms” (Bingham, 2023).

4) Pattern Identification and Theme Development

The researcher then examined relationships among categories to identify patterns and themes. This stage focused on understanding how teacher practices, parental migration, and guardian involvement influenced students’ disciplinary behaviors. Themes were continuously refined through comparison across multiple data sources to ensure consistency and credibility (Bingham, 2023).

5) Interpretation and Conclusion Drawing

The final phase involved interpreting the identified themes and connecting them with relevant theoretical perspectives and previous studies. Conclusions were drawn based on the overall meaning of the data and verified through continuous comparison among observation, interview, and documentation findings. This process ensured that the conclusions accurately reflected participants’ experiences and the research context (Bingham, 2023).

The data validity test is the last stage in qualitative research, but it does not mean that researchers do not return to the field (Hamzah, 2020). To ensure the trustworthiness of qualitative findings, researchers should address four key criteria: credibility, transferability, dependability, and confirmability. These criteria are widely recognized as essential indicators of rigor in qualitative research. In this study, data trustworthiness was established primarily through credibility procedures using methodological triangulation, which involved comparing data obtained from observations, interviews, and documentation to enhance the accuracy and consistency of the findings (Korstjens & Moser, 2020; Bingham, 2023). The validity of the data in this study was tested by a credibility test using the triangulation method.

1. Triangulation of sources

Source triangulation is used to test credibility by checking the degree of trust of information obtained from participants.

2. Triangulation Technique

Triangulation techniques are used to check data on the same source with different techniques. The techniques used are interview, observation and documentation.

RESULTS AND DISCUSSION

Results

Discipline of Students with the Background of Migrating Parents in the Cluster of dr. Wahidin Sudirohusodo Adipala, Cilacap. The results of observations carried out at SD Negeri Adirejakulon showed that most of the students came and went to school on time. Students also do assignments according to their responsibilities and provisions even though there are still some children who violate them. Involvement in maintaining class and school order can be seen as they keep each other's classrooms orderly.

Teachers provide positive habits at school to form disciplined behavior. "I instill a habit such as before entering class, children always line up in front of the class, some prepare in turn every day, because for me the marching line can improve children's discipline," said Mrs. Diana.

Student discipline is one of the important factors in the success of the learning process at school. Students who are able to arrive on time every day show responsibility for their obligations as students and the ability to manage time well. "I was never late to school, but I was in 3rd grade once. I also never stop by and go straight home," said Eka.

Disciplined behavior must be applied both at home and at school. Parents who migrate cannot fully accompany their children at home." Even though I'm a traveler, I still pay attention to my son, I often call when I'm free. I remind you to learn, don't keep playing, so that you can be a successful child," said Eka's mother when interviewed by phone.

Teachers have a strategic role in replacing the control and coaching functions that are usually carried out by parents, especially through positive habituation that can lead students to behave in discipline. "In learning activities, I instill discipline through habituation such as being on time, bringing study supplies, and completing assignments according to schedule," said Mr. Eri in his interview during the break.

Students do assignments in accordance with applicable responsibilities and regulations. Some students still need reinforcement and guidance to be more consistent in maintaining this attitude of responsibility. "I study at 7 pm, so that I don't miss books so I schedule and prepare school supplies as well. I once forgot to schedule because I didn't study at night due to sleep, finally I forgot not to bring textbooks and didn't do homework," said Earlita.

Parents have an important role in improving student discipline. "I explain to my children that obeying the rules is important to become a successful child. Rules at home and at school must be obeyed. If you don't want to be angry, just follow the rules. Homework must be done, leaving must not be late, don't be rude if the teacher is explaining," said Mr. Earlita when interviewed at his home.

Teachers provide habituation, direction, and examples of discipline in the school environment, while parents provide support and strengthening. Students will more easily form positive habits, when disciplinary rules and values are applied consistently in both environments.

Discussion

Discipline of Students with the Background of Migrating Parents in the Cluster of dr. Wahidin Sudirohusodo Adipala, Cilacap. The family plays the role of the first education that instills the foundations of morals, habits, and good attitudes in life. Teachers in schools strengthen and develop this character through learning activities, examples, and habituation in school life. Andriani & Wakhudin (2020) stated that character formation is the result of collaboration from various parties involved in a person's life.

Arto & Wakhudin (2021) stated that students' disciplinary character can be improved through the active role of teachers through five dimensions, including instructors, educators, supervisors, trainers, evaluators). The consistent and continuous use of these methods helps to internalize discipline as a student's character. Mukhasin & Andriani (2021) states that discipline is an individual behavior that is able to comply with values and norms that people or groups believe.

Students who apply discipline habits are seen to comply and instill discipline values from an early age. Lickona (2013) put forward types, including: discipline that emphasizes compliance (Compliance Discipline), which focuses on obedience to the rules and instructions of teachers or authorities; Value-Based Discipline aims to make students internalize values so that they are obedient because they understand and believe in them.

The results of the study show that students do assignments according to responsibilities and provisions. Dakhi (2020) mentioned several indicators such as time discipline, including: 1) Punctuality in attendance, 2) Doing assignments according to responsibilities and provisions, 3) Compliance with class and school rules. Discipline includes: 1) Obedience to the rules of certain games and activities, 2) Neatness and conformity with dress standards, 3) Involvement in maintaining order, 4) Awareness and self-control.

Parents have an important role in improving student discipline. Andriani et al. (2023) explained that children's development is greatly influenced by the process of parental treatment or guidance for children in getting to know various aspects of social life, or norms of social life and encouraging and setting an example for their children on how to apply these norms in daily life. Ahmid (2015) further states that the role of parents in education includes: 1) Parents as educators, 2) Parents as encouragers, 3) Parents as facilitators and 4) Parents as guides.

Disciplined behavior must be applied both at home and at school. Parents who migrate cannot fully accompany their children at home. Zahroh (2023) stated that the impact of children left behind by their parents is that children have psychosocial problems resulting from the lack of attachment between children and parents.

The findings indicate that teachers implemented several instructional innovations to compensate for the limited parental supervision experienced by children of migrant parents. These innovations included structured classroom routines, daily discipline monitoring, responsibility-based learning tasks, positive reinforcement strategies, and continuous communication with guardians (Fullan, 2021; Darling-Hammond, 2024; UNESCO, 2024).

Such practices align with contemporary instructional innovation frameworks emphasizing student self-regulation, social-emotional learning, and collaborative learning environments. Through consistent habituation and reflective practices, teachers transformed disciplinary expectations into meaningful learning experiences rather than merely enforcing compliance (CASEL, 2023; OECD, 2024; Hattie, 2023).

The findings are consistent with Bronfenbrenner's Ecological Systems Theory, which emphasizes the interaction between family and school environments in shaping children's behavior. In the absence of direct parental supervision, teachers become significant agents within the child's microsystem (Ward et al., 2024; Zhang et al., 2024; El Alaoui & Ahbala, 2024).

The results also support contemporary perspectives on Self-Regulated Learning, suggesting that disciplined behaviors emerge when students develop responsibility, self-monitoring, and time-management skills. Furthermore, the instructional practices observed resemble Positive Behavioral Interventions and Supports (PBIS), which advocate preventive and supportive approaches to behavior management rather than punitive measures (de Boer et al., 2023; Simonsen et al., 2022; Wang & Degol, 2022).

CONCLUSION

This study demonstrates that students with migrant-parent backgrounds at SD Negeri Adirejakulon generally exhibit positive disciplinary behaviors reflected in punctuality, responsibility in completing assignments, compliance with school regulations, and active participation in maintaining classroom order. Although parental migration reduces direct supervision and guidance at home, teachers play a crucial role in fostering discipline through instructional innovations, positive habituation, structured learning routines, and continuous reinforcement. The collaboration among teachers, guardians, and migrant parents contributes significantly to the development of students' self-regulation, responsibility, and learning discipline. These findings suggest that effective instructional innovation can mitigate challenges associated with parental migration and support character development among elementary school students.

CONFLICT OF INTEREST

The author states that there is no conflict of interest in this study. Research is conducted independently without any influence from any party, either in the form of funding, personal relationships, or certain affiliations that may affect the objectivity of research results.

ACKNOWLEDGEMENTS

The authors express their gratitude to God Almighty for His blessings and guidance in completing this research article successfully. Deepest gratitude is also extended to Assoc. Prof. Dr. Ana Andriani, M.Pd., and Wakhudin, M.Pd., for their invaluable supervision, insightful direction, and motivation throughout the preparation of this manuscript. Furthermore, the authors thank the Master of Elementary Education Study Program at Universitas Muhammadiyah Purwokerto for providing the necessary institutional facilities and support.

Special appreciation is dedicated to the principal, teachers, students, and parents of SD Negeri Adirejakulon, Adipala Cilacap, for their willingness to participate as research subjects and for providing essential data. Lastly, the authors are grateful to their families and friends for their continuous prayers, encouragement, and support.

REFERENCES

- Ahmid, A. & U. . (2015). *Ilmu Pendidikan*. Rineka Cipta.
- Alfiasari, Wahyuni, E. S., Sumarti, T., & Kolopaking, L. M. (2025). *Left-behind children's well-being: A systematic review of parental migration impacts*. *Journal of Family Sciences*, *10*(2), 210–231. <https://doi.org/10.29244/jfs.v10i2.65371>
- Andriani, A., & Wakhudin, W. (2020). Implementasi Pendidikan Karakter Melalui Model Pembelajaran Discovery Learning Di Mim Pasir Lor Karanglewes Banyumas. *Jurnal Pengabdian Masyarakat*, *1*(2), 51–63. <https://doi.org/10.32815/jpm.v1i2.303>
- Andriani, A., Muntohar, & Fathoni, A. (2023). *Transformasi Pendidikan : Teori Perkembangan Peserta Didik dan Pendidikan Holistik*. Pena Persada.
- Arto, S., & Wakhudin, W. (2021). The Role of Teachers in Improving the Discipline Character of Students. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, *13*(2), 71. <https://doi.org/10.30595/dinamika.v13i2.11552>
- At-Tirmidzi, Abu Isa Muhammad bin Isa. *Jami' At-Tirmidzi*. Hadis No. 1952. Beirut: Darul Kutub Al-Ilmiyyah, t.t.
- Bălțătescu, S., Strózik, T., Soo, K., Kutsar, D., Strózik, D., & Bacter, C. (2023). *Subjective well-being of children left behind by migrant parents in six European countries*. *Child Indicators Research*, *16*(5), 1941–1969. <https://doi.org/10.1007/s12187-023-10054-w>
- Bear, G. G. (2011). *School discipline and self-discipline: A practical guide to promoting prosocial student behavior*. Guilford Press
- Bingham, A. J. (2023). From data management to actionable findings: A five-phase process of qualitative data analysis. *International Journal of Qualitative Methods*, *22*, 1–11. <https://doi.org/10.1177/16094069231183620>
- Cheng, Y., Guan, R., Li, T., Raković, M., Li, X., Fan, Y., Jin, F., Tsai, Y.-S., Gašević, D., & Swiecki, Z. (2025). *Self-regulated learning processes in secondary education: A network analysis of trace-based measures*. In A. Zamecnik, V. Kuvar, & A. Wong (Eds.), *Proceedings of the 15th International Learning Analytics and Knowledge Conference (LAK '25)* (pp. 260–271). Association for Computing Machinery. <https://doi.org/10.1145/3706468.3706502>
- Collaborative for Academic, Social, and Emotional Learning. (2023). *What is the CASEL framework?* CASEL. <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>
- Creswell, J. . (2023). *Research Design : Pendekatan Metode Kualitatif, Kuantitatif, dan Campuran*. Pustaka Pelajar.
- Dakhi, A. S. (2020). *Kiat Sukses Meningkatkan Disiplin Siswa*. Deepublish.
- Darling-Hammond, L. (2024). Reinventing systems for equity. *ECNU Review of Education*, *7*(2), 233–247. <https://doi.org/10.1177/20965311241237238>
- El Alaoui, A., & Ahbala, S. (2024). *Effect of parent's international migration on the educational performances of left-behind children in Morocco*. *European Scientific Journal*, *20*(4), 112–131. <https://doi.org/10.19044/esj.2024.v20n4p112>
- Fauk, N. K., Seran, A. L., Aylward, P., Mwanri, L., & Ward, P. R. (2024). *Parental migration and the social and mental well-being challenges among Indonesian left-behind children: A qualitative study*. *International Journal of Environmental Research and Public Health*, *21*(6), 793. <https://doi.org/10.3390/ijerph21060793>

- Fullan, M. (2021). *The right drivers for whole system success* (CSE Leading Education Series No. 1). Centre for Strategic Education.
- Gregory, A., Ward-Seidel, A. R., & Carter, K. V. (2021). Twelve indicators of restorative practices implementation: A framework for educational leaders. *Journal of Educational and Psychological Consultation*, 31(2), 147–179.
- Hamzah, A. (2020). *Metode Penelitian Fenomenologi Kajian Filsafat dan Ilmu Pengetahuan*. Literasi Nusantara.
- Khalid, S., Tadesse, E., Lianyu, C., & Gao, C. (2023). Do migrant parents' income or relationships with their left-behind children compensate for their physical absence? *Journal of Family Issues*, 44(11), 2890–2911. <https://doi.org/10.1177/0192513X221113853>
- Korstjens, I., & Moser, A. (2020). Series: Practical guidance to qualitative research. Part 4: Trustworthiness and publishing. *European Journal of General Practice*, 24(1), 120–124. <https://doi.org/10.1080/13814788.2017.1375092>
- Lee, M., Lee, S. Y., Kim, J. E., & Lee, H. J. (2023). Domain-specific self-regulated learning interventions for elementary school students. *Learning and Instruction*, 88, Article 101810. <https://doi.org/10.1016/j.learninstruc.2023.101810>
- Li, J. (2023). A scoping review of internal migration and left-behind children's wellbeing in China. *arXiv*. <https://doi.org/10.48550/arXiv.2305.04348>
- Lickona, T. (2013). *How Our Schools Can Teach Respect and Responsibility*. Bantam Books.
- Liu, Z., Zhao, Z., & Chen, H. (2024). Parental rejection and internalizing/externalizing problems among left-behind children: The moderating role of interpersonal harmony in class. *Frontiers in Psychology*, 15, Article 1385250. <https://doi.org/10.3389/fpsyg.2024.1385250>
- Maslow. (1954). *Motivation and Personality*. Harper & Row.
- Meyer, K., Sears, S., Putnam, R., Phelan, C., Burnett, A., Warden, S., & Simonsen, B. (2021). Supporting students with disabilities with positive behavioral interventions and supports in the classroom: Lessons learned from research and practice. *Beyond Behavior*, 30(3), 169–178. <https://doi.org/10.1177/10742956211021801>
- Mukhasin, M., & Andriani, A. (2021). The Influence of Used WhatsApp Group in Online Learning to Student Discipline at Elementary School. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 13(2), 76. <https://doi.org/10.30595/dinamika.v13i2.11550>
- Pahlevi, R., Utomo, P., & Septian, M. R. (2022). Orang Tua, Anak dan Pola Asuh: Studi Kasus tentang Pola layanan dan Bimbingan Keluarga terhadap Pembentukan Karakter Anak. *Jurnal Hawa: Studi Pengarus Utamaan Gender Dan Anak*, 4(1), 91. <https://doi.org/10.29300/hawapsga.v4i1.4741>
- Qiu, Y., Li, M., Shi, H., Zhao, C., Du, Y., Wang, X., & Zhang, J. (2024). Depressive symptoms, parenting attitude, and violent discipline among caregivers of left-behind children in rural China: A cross-sectional study. *BMC Public Health*, 24, Article 994. <https://doi.org/10.1186/s12889-024-18394-0>
- Rahman, A., Hasnawati, H., & Purnama Sari, D. (2024). Sosialisasi Pendidikan Karakter Berbasis Kerja Sama Antara Guru Dan Orang Tua. *CEMARA: Jurnal Pengabdian Masyarakat Multidisiplin*, 2(1), 12–19. <https://doi.org/10.61672/cemara.v2i1.2783>
- Republik Indonesia. 1999. Undang-Undang No. 39 Tahun 1999 tentang Hak Asasi Manusia. Jakarta: Sekretariat Negara
- Terjemahan Kemenag. 2019. *Al Quran*. Jakarta: Lajnah Pentashihan Mushaf Al-Qur'an (LPMQ)
- UNESCO. (2024). *Transforming education towards SDG 4: Report of a global survey on country actions to transform education*. UNESCO. <https://www.unesco.org/en/articles/transforming-education-towards-sdg4-report-global-survey-country-actions-transform-education>
- Vincent-Lancrin, S. (Ed.). (2023). *Measuring innovation in education 2023: Tools and methods for data-*

driven action and improvement. OECD Publishing. <https://doi.org/10.1787/a7167546-en>

Y. Suyitno. (2021). *Landasan Pedagogik*. UPI Press.

Zahroh, F. (2023). Analisis Pola Asuh Orang Tua Dalam Membentuk Karakter Dan Relevansinya Dengan Pendidikan Islam (Studi Pada Film Dangal Dan Room). *Nusantara: Indonesian Journal of Islamic Studies*, 3(1). <https://doi.org/10.54471/nusantara.v3i1.34>

Zhang, X., Li, X., & Liu, Y. (2024). *Stay behind children's differential educational performance: The impact of parental migration arrangements in China*. *International Journal of Educational Research Open*, 7, 100364. <https://doi.org/10.1016/j.ijedro.2024.100364>

Zimmerman, B. J. (2020). Self-regulated learning and academic achievement: An overview. In D. H. Schunk & B. J. Zimmerman (Eds.), *Self-regulation of learning and performance* (pp. 1–12). Routledge.