

The Effect of Emotional Maturity on Student Discipline in Participating in Activities at the College of Qur'an Sciences (STIQ) Amuntai

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Abstract

The purpose of this study is to find out the level of emotional maturity and the level of discipline of students along with to determine the influence of maturity on student discipline at STIQ Amuntai. This research method is a quantitative method by taking 44 student samples. This research was conducted using a *questionnaire* method consisting of 2 scales, namely the emotional maturity scale and the discipline scale. To find out the effect of emotional maturity on discipline, this data analysis technique will eliminate the rebound with the IBM 25 SPSS *for Windows program*. Based on the results obtained, namely the distribution of the high category there are 4 students representing 9.1% while in the medium category there are 36 students with a percentage of 81.8%, in the low category there are 4 students representing 9.1%. The dominance of the results of the research on emotional maturity in STIQ Amuntai students shows the dominance of the results in moderate categorization. The level of discipline of STIQ Amuntai students is predominantly moderate, the distribution of discipline categorization is as follows: 63.6% is classified as moderate amounting to 28 students, 18.2% is classified as high amounting to 8 students and 18.2% is classified as low amounting to 8 students. Based on the results of the study which shows that STIQ Amuntai is dominated at a moderate level of categorization. It is known that the Pearson correlation coefficient (r) of 0.318 means that the correlation between emotional maturity and discipline in STIQ Amuntai students is 0.318 or classified as a sufficient correlation coefficient because the value of the correlation coefficient is at a value of 0.26 – 0.50 and is in the category of sufficient correlation relationship. In addition, a significance value (p) of $0.035 < 0.05$ can be interpreted that there is a positive and significant influence between emotional maturity and discipline. Here it can be interpreted that emotional maturity has a significant influence on the discipline of STIQ Amuntai students

Keywords : Emotional Maturity, Psychology, Discipline, STIQ Students

I. Introduction

Discipline is one of the important aspects in the world of education, including in universities, because it is the main indicator in determining the quality and effectiveness of the teaching and learning process. Discipline not only affects academic achievement, but also plays a role in shaping student character. At the Amuntai College of Qur'an Sciences (STIQ), student discipline in participating in various academic and non-academic activities is the main concern, considering that this institution carries out a mission to produce a generation with integrity and noble morals.

Discipline is an action that teaches individuals to show obedient and orderly behavior to the rules. Discipline can also create enthusiasm for individuals to respect time. Discipline is very important for individuals, especially in the world of education. This is due to an increase in responsibility for the tasks that must be completed. The formation of discipline requires a process through social contact with the community and the surrounding environment. Discipline problems are often solved in adolescence. A teenager is said to have discipline if he is able to control himself in undergoing and obeying what has become a rule.

One of the factors that is believed to have a significant influence on the level of discipline is emotional maturity. Emotional maturity refers to an individual's ability to recognize, understand, and manage their own emotions as well as those of others. Students who have emotional maturity tend to be more able to face various academic challenges, manage their time well, and interact positively with lecturers and peers. On the other hand, students with low emotional maturity often have difficulty maintaining consistency and commitment to lecture activities. This requires self-adjustment to a satisfying relationship between people and the natural, social and cultural environment as well as the human environment itself.

Entering adolescence, individuals tend to want to act according to what they believe to be true without thinking about the consequences that will be faced in the future. Rule violations occur as teenagers build their own standards and values, which are often done by imitating the actions, styles and attitudes of their peers. Regulations are made not only to be implemented and disciplined but also to be disciplined. As we know that every university has a set of rules for every activity held in the learning process, as well as lectures. Internal factors, especially emotional state, or emotional maturity, have the greatest influence on compliance in students or adolescents. A person's perception of an event initiates an emotional state that is accompanied by physiological and psychological responses and usually lasts for a short time. Emotions are complementary reactions that are very active and cause changes in the body so that they respond to strong feelings.

There are several characteristics regarding emotional maturity, namely the ability to accept oneself, respect others, accept responsibility, believe in oneself, be patient and have a sense of humor. Emotional maturity is the ability of individuals to direct emotions on the basis that fungi are able to achieve goals. So that individuals can control themselves to continue to obey the rules and benefit from the actions that have been taken. Based on this description, it can be concluded that discipline towards regulations is described as behavior that is appropriate to the age of late adolescence and is considered to be able to adapt and comply with regulations with full awareness. Emotional maturity also plays an important role in this time so it requires good emotional stability in order to be able to put itself in different situations.

The discipline of individuals in late adolescence needs special attention. There are many phenomena regarding violations of rules both in the community and in the world of education, especially those involving a person in late adolescence. It is hoped that with the aspect of emotional maturity in every teenager, they will be able to recognize and accept responsibility and be able to control their behavior. Emotional maturity is necessary for every individual,

because with that the individual is able to control himself and his emotions before acting as if he is responsible for the rules that are already in force.

Facing different situations and conditions in lectures, the ability to adapt is needed, especially new students. There are individuals who succeed in making adjustments but there are those who are hampered by their adjustments. Good self-adjustment will provide greater satisfaction to one's life. In the process of self-adjustment, every student must be able to understand themselves, be realistic about the environment, be able to face tension in themselves and the surrounding environment, be able to establish a good relationship with the surrounding environment, meaning that students can harmonize their demands with their environment in ways that are acceptable to their environment.

The process of adjusting students to the environment in lectures generally takes time, when they first see the regulations and feel unsure that they can carry out all of them. Whether or not students are able to adjust themselves in new situations and environments is influenced by many things, whether adolescents are successful or not to adjust themselves is influenced by two factors, namely factors from within (internal) such as physical, hereditary, and mature (emotional, intellectual, social). External factors such as the social, social and cultural environment.

At STIQ Amuntai, student discipline obstacles often emerge in various forms, such as unpunctuality in attending lectures, lack of participation in campus activities, and non-compliance with institutional regulations. This phenomenon raises important questions regarding the extent to which students' emotional maturity affects their level of discipline.

This study aims to examine the influence of emotional maturity on student discipline in participating in activities at STIQ Amuntai. By understanding the relationship between these two variables, it is hoped that effective strategies can be found in improving student discipline through the development of emotional maturity. The results of this research are expected not only to make a theoretical contribution to the development of education, but also practical in the form of policy recommendations for STIQ Amuntai in an effort to improve the discipline and quality of education they offer.

2. Research Methodology

This study uses a quantitative method. The population in this study is students of the new academic year 2023/2024 STIQ Amuntai with a total of 50 students. The sample number determination table from Isaac and Michael provides ease of determining the number of samples based on error rates of 1%, 5% and 10%. With this table, researchers can directly reflect the size of the sample based on the number of population and the desired error rate. The sample in this study uses the purposive sampling method, sampling is determined from the number of the research population. The type of scale used in this study is the likert scale, which is the likelrt model attitude scale which contains attitude statement questions, a question about the object of the attitude. Attitude questions consist of two types, namely questions that are favourable (supporting or taking sides with the object of the attitude) and statements that are unfavourable (not supporting the object of the attitude). The subject is asked to Based on Issac and Michael, the number of samples used with an error rate of 5% was 44 STIQ students who were respondents in this study.

Table 1. Shoes Scale Likert

| No | Answer | Favorable Score | Unfavorable Score |
|----|--------------------|-----------------|-------------------|
| 1 | Perfect fit | 4 | 1 |
| 2 | Appropriate | 3 | 2 |
| 3 | Not suitable | 2 | 3 |
| 4 | Very inappropriate | 1 | 4 |

3. Results and Discussion

3.1. Research Results

Table 2. Respondent's Identity

| No | Data | Frequency | Percentage (%) |
|----|---------------------------|-----------|----------------|
| 1 | Gender | | |
| | Law Law | 44 | 100 |
| | Woman | 0 | 0 |
| 2 | Age of Respondents | | |
| | 18 years | 2 | 4,5 |
| | 17 Years | 37 | 84,1 |
| | 16 Years | 5 | 11,4 |

Based on table 2, the majority of respondents were male, namely 44 students or 100% selbelsar. As for the age of the respondents, the majority were 18 years old, namely 37 people or 84.1%, 17 years old as many as 5 people or 11.4% and 16 years old as many as 2 people or 4.5%.

3.2. Questionnaire Validity Test

Validity is a measure of whether the measuring tool used is valid or not. Validity is a measure of how carefully a test performs its measurement function. The test can only perform its function carefully if there is "something" that it is measuring. So, to be said to be valid, a test simply measures something and does it carefully. The higher it is closer to 1.00, the more valid a test is.

3.3. Variabel Kematangan Emosi (X)

This study uses the validity of the content based on the results of the selection of Corrected Item-Total Correlation values. Validity is used to find out whether the measuring tool that has been formed can be used to measure something that is being measured precisely. A test is said to be valid if it is able to accurately measure what is intended to be measured. The objectives and validation approaches in psychological measurement are classified into three, namely the content validation approach, the construct validation approach, and the criterion-related validation approach. The scale that has been prepared by the researcher uses field trials. The standard used is 0.30 if the value of Corrected Item-Total Correlation.

Table 3. Validity of the Variable Emotional Maturity Field Test

| No | Aspects | No Item | | Number of valid items |
|-----|-----------------------------------|----------------|-----------------|-----------------------|
| | | Valid | Gugur | |
| 1 | Accepting yourself and others | 1, 11 | 2, 12, 27, 29 | 2 |
| 2 | Not Impulsive | 13,19 | 21,25 | 2 |
| 3 | Control and express emotions well | 14, 18, 20 | 5 | 3 |
| 4 | Think objectively | 7, 8 | 3,4,6, 16,10,23 | 2 |
| 5 | Responsible | 9,15,22,24, 26 | 28,17 | 5 |
| Sum | | 14 | 15 | 29 |

3.4. Student discipline (Y)

Table 4. Validity of Field Test Variables of Student Discipline

| No | Aspects | No Item | | Number of valid items |
|-----|---|--------------------|--------------------------|-----------------------|
| | | Valid | Gugur | |
| 1 | Time discipline | 8, 14 | 2, 11, 28 | 2 |
| 2 | Discipline against regulations | 6,16,17, 21, 26,31 | 1, 12, 4, 27 | 6 |
| 3 | Discipline towards duties and responsibilities | 10, 15 | 3, 20, 22, 25, 29, 30,33 | 2 |
| 4 | Receive sanctions if they violate regulations, duties or responsibilities | 7, 19,32 | 5, 9, 13, 18, 23, 24, | 3 |
| Sum | | 13 | 19 | 33 |

3.5. Reliability

The reliability test is the level of precision, precision, or accuracy of an instrument. Instruments that are already trustworthy or reliable will produce reliable data as well.

Summary of Reliability Test Results

| No | Variable | Number of valid items | Alpha coefficient | Information |
|----|---------------------------------|-----------------------|-------------------|-------------|
| 1 | Emotional maturity (Variable X) | 14 | 0,773 | Reliabel |
| 2 | Discipline (Variable Y) | 13 | 0,642 | Reliabel |

The results of the reliability test of the two scales can be said to be reliable because the alpha coefficient results of the variables of self-efficacy and career maturity are close to 1.00. Cronbach's alpha value for emotional maturity is 0.773 and for discipline is 0.642. The reliability coefficient is in the range of numbers from 0 to 1.00. The higher the reliability coefficient is closer to 1.00, the more reliable the measurement is. Theoretically, the amount of the reliability coefficient ranges from 0.0 to 1.0, but coefficients as small as 1.0 and as small as 0.0 have never been found.

3.6. Categorization

The results of the study showed that the researcher categorized with a level categorization (ordinal) whose results were in accordance with the scores of each subject. The categorization criteria include high, medium, and low. Azwar stated that categorization of levels (ordinal) is to place individuals into groups whose positions are tiered according to a continuum based on the attributes measured.

Description of Variable Emotional Maturity

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Emotional maturity | 44 | 23 | 51 | 40.14 | 4.883 |
| Valid N (listwise) | 44 | | | | |

From the table above, it is known that the mean (M) and standard deviation (SD) of each variable are known. The results of the emotional maturity variable showed a minimum value of 23, a maximum value of 51, $M = 40.14$ and $SD = 4.883$.

Description of Discipline Variables

Descriptive Statistics

| | N | Minimum | Maximum | Mean | Std. Deviation |
|--------------------|----|---------|---------|-------|----------------|
| Discipline | 44 | 34 | 47 | 39.05 | 3.634 |
| Valid N (listwise) | 44 | | | | |

From the table above, the Mean (M) and Standard Deviation (SD) of each variable are known. The results of the emotional maturity variable showed a minimum value of 34, a maximum value of 47, $M = 39.05$, and $SD = 3.634$.

The researcher categorized the data using level categorization (ordinal) whose results were in accordance with the scores of each subject. These categorization criteria consist of high, medium, and low. According to Azwar (2013), the purpose of level categorization (ordinal) is to place individuals into groups whose positions are tiered according to a continuum based on the attributes measured.

Level Criteria

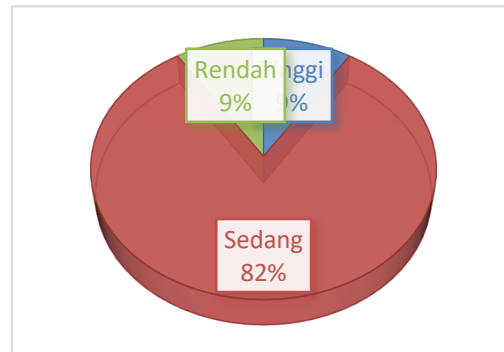
| No | Level Criteria | Categorization |
|----|--------------------------------|----------------|
| 1 | $(M + 1,0SD) \leq X$ | Tall |
| 2 | $(M-1,0SD) \leq X < (M+1,0SD)$ | Keep |
| 3 | $X < (M-1,0SD)$ | Low |

In the following table, the categorization of the score of the research subjects on the variable of emotional maturity is explained. The score categorization on each scale then provides a percentage value for each category of the variable, with the following explanation.

Criteria for Variable Levels of Emotional Maturity

| No | Level Criteria | Frequency | Percentage | Categorization |
|----|-------------------------|-----------|------------|----------------|
| 1 | $X \geq 45,023$ | 4 | 9.1 | Tall |
| 2 | $35,26 \leq X < 45,023$ | 36 | 81.8 | Keep |
| 3 | $X < 35.26$ | 4 | 9.1 | Rlndah |

Based on the categorization process of emotional maturity variables that have been described earlier, in accordance with the high, medium, and low categorization, the results of categorization for each variable are obtained. The presentation of the variable emotional maturity is presented in the form of a graph as follows:



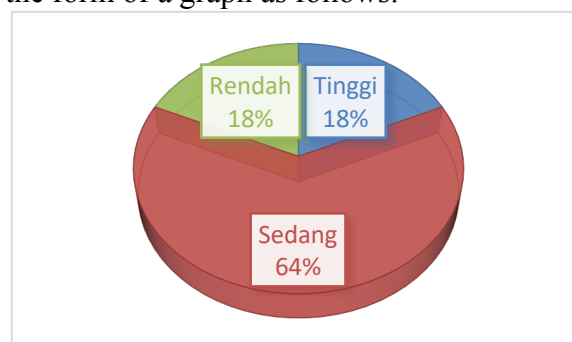
Emotional maturity graph

Based on the graph above, it can be concluded that the level of emotional maturity with high categorization covers 9% of the study subjects, while the medium category covers 82% of the research subjects, and the low category covers 9% of the study subjects. This information illustrates the distribution of subject scores in the study regarding discipline variables, which is further explained in the following table. The table contains a score categorization of each scale, along with percentages for each category of variables, which are explained in detail in the form of a table.

Criteria for Discipline Variable Levels

| No | Level Criteria | Frequency | Percentage | Categorization |
|----|--------------------------|-----------|------------|----------------|
| 1 | $X \geq 42,684$ | 8 | 18.2 | Tall |
| 2 | $35,416 \leq X < 45,023$ | 28 | 63.6 | Keep |
| 3 | $X < 35,416$ | 8 | 18.2 | Low |

Based on the categorization process of emotional maturity variables that have been described earlier, in accordance with the high, medium, and low categorization, the results of categorization for each variable are obtained. The presentation of the variable emotional maturity is presented in the form of a graph as follows:



Student Discipline Graph

From the graph above, it can be concluded that the level of emotional maturity with high categorization consists of 18% of the study subjects, while the medium category includes 64% of the study subjects, and the low category is 18% of the study subjects.

3.7. Hypothesis test - Normality Test

The normality test was carried out to determine whether the research data was normally distributed or not. According to Nisfiannoor (2009), the normality test was carried out to measure the extent to which the distribution of data was close to the normal distribution or Gauss. The method used was the Kolmogorov-Smirnov test with the help of IBM 25 SPSS software. If the significance value (P) > 0.05, then the data is considered normal; if (P) < 0.05, then the data is considered abnormal.

Normality Test Results

One-Sample Kolmogorov-Smirnov Test

| | | Unstandardized Residual |
|------------------------|-------------------------------|-------------------------|
| N | | 44 |
| Normal Parametelrsa,b | Melan | .0000000 |
| | Std. Delviation | 3.44538702 |
| | Most Elxtrelmel Diffelrelncls | |
| Telst Statistic | Absolutel | .106 |
| | Positivel | .106 |
| | Nelgativel | -.077 |
| Asymp. Sig. (2-tailed) | | .200c,d |

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correlction.
- This is a lower bound of the true significance.

Based on the table of analysis results above, it can be seen that the sign (p) value is 0.200 > 0.05, so it can be concluded that the data rolled is normally distributed.

3.8. Linearity Test

The linearity test is used to confirm whether the relationship between the two identified variables is linear or not, based on the results of observations and studies conducted by the researcher. Nisfiannoor (2009) conducted a linearity test to measure the extent to which the relationship between independent variables and dependent variables is linear (in the form of a straight line). The linearity test used is the Durbin-Watson test.

Linearity Test Results

ANOVA Table

| | | | Sum of Squares | df | Mean Square | F | Say. |
|---------------------------------------|---------------|--------------------------|----------------|---------|-------------|-------|------|
| Discipline * Emotional Maturity | Between | (Combined) | 316.302 | 17 | 18.606 | 1.923 | .065 |
| | Groulps | Linearity | 57.469 | 1 | 57.469 | 5.939 | .022 |
| | | Deviation from Linearity | 258.833 | 16 | 16.177 | 1.672 | .118 |
| | Within Groups | | | 251.607 | 26 | 9.677 | |
| Total | | | 567.909 | 43 | | | |

The results of the linearity test show that the sig value is $0.118 > 0.05$, so it can be concluded that there is a significant linear relationship between emotional maturity and discipline.

3.9. Uji Hipotesis

Hypothesis testing aims to find out if there is a relationship (correlation) between emotional maturity and discipline. The hypothesis in this study is that there is a relationship between emotional maturity and student discipline at STIQ Amuntai. The product moment correlation analysis was carried out using the IBM SPSS 25 program. After data analysis, the following correlation results were obtained:

Correlation Test Results

| Correlations | | Emotional Maturity | Discipline |
|---------------------|---------------------|--------------------|------------|
| Elmosi Maturity | Pearson Correlation | 1 | .318* |
| | Sig. (2-tailed) | | .035 |
| | N | 44 | 44 |
| Discipline | Pearson Correlation | .318* | 1 |
| | Sig. (2-tailed) | .035 | |
| | N | 44 | 44 |

*. Correlation is significant at the 0.05 level (2-tailed).

Based on the table above, the Pearson correlation coefficient (r) is 0.318, which shows a correlation between emotional maturity and discipline in STIQ Amuntai students of 0.318. This value is included in the category of correlation which is quite significant because it is in the range of 0.26 - 0.50. In addition, the significance value (P) is $0.035 < 0.05$, which can be interpreted as a positive and significant relationship between emotional maturity and discipline.

With the results of correlation ($r=0.318$) and ($p= 0.035 < 0.05$) (positive and significant correlation), it can be concluded that there is a positive and significant relationship between emotional maturity and discipline. Therefore, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. The higher the value of emotional maturity, the value of discipline also tends to be high, while the lower the value of emotional maturity, the value of discipline also tends to be low.

Results of Pearson Product Moment Analysis Hypothesis Test

Measures of Association

| | R | R Square | Elta | Elta Square |
|----------------------------------|------|----------|------|-------------|
| Discipline * Maturity of Elmosis | .318 | .101 | .746 | .557 |

Based on the table above, the value of the Pearson correlation coefficient (r) = 0.318 and also the determination coefficient r^2 (r square) = 0.101. With a r^2 value of 0.101, it can be interpreted that 10.1% of the contribution of emotional maturity to discipline can be explained, while 89.9% is influenced by other factors. Therefore, the higher the emotional maturity, the higher the discipline of STIQ Amuntai students, and vice versa, the lower the emotional maturity, the lower their discipline.

Based on the above table, it can be read that the value of the coefficient of correlation of the Pearson $r = 0.318$ and the coefficient of determination of r^2 (r square) = 0.101. With a value of r^2 of 0.384, it can be interpreted that 10.1% of the results of emotional maturity in the face of discipline are 89.9% due to other factors. It can be inferred that the higher the maturity of the elmosis, the higher the discipline of STIQ Amuntai students, and on the other hand, the higher the maturity of the elmosis, the more the discipline of STIQ Amuntai students.

4. Discussion

Student activities at the Amuntai College of Qur'an Sciences (STIQ) are significantly different from student life in general. These differences include aspects of the academic and social environment that become a new stimulus for new students, often posing challenges in self-adjustment. Students need to adjust to a new environment, both internally (with themselves) and externally (with peers and the surrounding environment). These adjustments can affect various aspects of a student's life, including emotional maturity and discipline.

This study aims to identify the level of emotional maturity and discipline of STIQ Amuntai students and evaluate the influence of emotional maturity on discipline. The research used a quantitative method with a sample of 44 students. The instrument used was a questionnaire consisting of two scales: the emotional maturity scale and the discipline scale. Data analysis was carried out using the IBM SPSS 25 for Windows program.

The results showed that the distribution of students' emotional maturity was in the medium category with 36 students (81.8%), while the high and low categories were represented by 4 students (9.1%) each. The level of student discipline was also dominant in the medium category with 28 students (63.6%), the high category represented by 8 students (18.2%), and the low category also by 8 students (18.2%).

Pearson's correlation analysis showed that there was a sufficient correlation between emotional maturity and discipline with a correlation coefficient value of 0.318. This shows that there is a sufficient relationship between the two variables because the coefficient value is in the range of 0.26 – 0.50. In addition, a significance value of 0.035 ($p < 0.05$) shows that the influence of emotional maturity on discipline is statistically significant. In other words, the higher the emotional maturity of students, the higher their level of discipline.

These results indicate that emotional maturity plays an important role in the discipline of STIQ Amuntai students. Good emotional maturity allows students to better manage themselves, understand feelings, and adapt to various situations faced in the academic environment. It contributes to disciplinary behavior, such as punctuality, attendance, and participation in academic and non-academic activities.

Thus, it is important for STIQ Amuntai to pay more attention to the development of students' emotional maturity through various coaching programs and psychological support. This is expected to improve the level of discipline and, ultimately, the quality of education in the institution. This research provides a strong empirical basis for the development of more effective policies and programs to support the development of students' emotional maturity and discipline.

5. Conclusion

This study highlights the importance of emotional maturity in influencing student discipline at the Amuntai College of Qur'an Sciences (STIQ). Based on the results of data analysis, it is known that the majority of STIQ Amuntai students are in the medium category both in terms of emotional maturity and discipline. There was a significant correlation between

emotional maturity and discipline with a correlation coefficient value of 0.318, and a significance value of 0.035 ($p < 0.05$). This shows that emotional maturity has a positive and significant effect on student discipline. In other words, students who have higher emotional maturity tend to have a better level of discipline. This conclusion underscores the importance of efforts to increase students' emotional maturity as part of a strategy to improve their discipline. Educational institutions such as STIQ Amuntai need to consider programs that can help students develop emotional maturity, such as self-management training, counseling, and extracurricular activities that support character development. With the increase in emotional maturity, it is hoped that student discipline will also increase, which will ultimately have a positive impact on the quality of education and academic achievement at STIQ Amuntai.

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