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The Relationship between Parental Parenting Patterns and the Social Development of Class VIII Adolescents in JUNIOR HIGH SCHOOL

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SUBMISSION TRACK

Received: Jan 28, 2024

Final Revision: Feb 03, 2024

Available Online: April 15, 2024

KEYWORDS

Parenting, Teenager, Social Growth

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ABSTRACT

Parenting is the way to educate the children and it become parent's responsibility in constructing of children's character. The teenager with democratic parenting more confidence than teenager with otoriter parenting, they are inconfidence, agresive and un obedience. The aim of this research to analys the correlation of parenting and social growth of teenager in class VIII of SMP Negeri 6 Palu. This research used cross sectional design and sampling was 170 respondents. The instrument of this research was questionnaire and arrange into form such as demographic data, question about parenting and social growth of teenager. The test used was Fisher's test. Analyses result shown that among 170 respondents, 169 respondents (96%) have democratic parenting and 7 respondents (4%) have otoriter. But not found permissive parenting in SMP Negeri 6 Palu. Among of 170 respondents, 150 respondents (88%) have good social growth of teenager. Result shown that there is no correlation between parenting with social growth of teenager ($P=0,193$). For parents could proper obsevation of their children's attitude, and their peer. For further researcher could do the research about correlation of peer with social growth of teenager except parenting.

I. INTRODUCTION

Adolescent social development is the achievement of maturity in social relationships. Social development can be interpreted as a learning process to adapt to group norms, morals and traditions. Social development is the acquisition of the ability to behave in accordance with social guidance. Socialization is the ability to behave in accordance with social norms, values or expectations (Kurniawan 2011). Poor social development of teenagers can cause problems during adolescence, such as going out of the house to find an outlet for their anxiety and mental turmoil with friends who are in the same boat or teenagers who understand them. This kind of situation causes teenagers to be easily influenced by negative things as a result of poor social development (Sipahutar 2009). Evidence of deviant behavior by teenagers is that juvenile delinquency is currently sufficient to receive serious attention, apart from student brawls, drugs, promiscuity, as well as the problem of motorbike gangs which is a serious concern from various parties (Santrock 2007).

Juvenile delinquency is a form of deviant behavior. Based on Juvenile Court Statistics of the United States, in 2013 there were 1,058,500 cases of juvenile delinquency throughout the world. Juvenile courts process 33.8% of delinquency cases for every 1,000 juveniles. 293,700 female adolescent cases were reported and 764,800 male adolescent cases were reported, with adolescents under 16 years old occupying 53% of all reported cases (Listenbee 2015).

Data from the Indonesian Child Protection Commission (KPAI) in 2015, recorded 67 cases of children being perpetrators of violence, cases of children being perpetrators of brawls also increased from 46 cases in 2014 to 103 cases in 2015. Based on data from the Palu Police's annual report in In 2016-2023, there were 4 cases of brawls between students, 22 cases of violent theft where the perpetrators were teenagers and 147 drug cases were recorded. Based on a statement from the Central Sulawesi online newspaper in February 2012, a brawl occurred between students involving two schools, namely, SMP Negeri 6 Palu and SMP Negeri 9 Palu. Based on KPAI records in 2017, one of the causes of child and adolescent crime cases was the weak role of parents. Wrong parenting patterns can cause teenagers to oppose their parents and even become naughty teenagers, because psychologically, teenagers tend to be resistant to all rules that limit themselves (Sharma 2011).

Parental parenting styles have quite a big influence on the social development of teenagers where parents are the first environment that lays the foundations of teenagers' personalities. Parents must be able to provide appropriate parenting patterns according to their child's development, so that children can accept the parenting style given to them well so that they can motivate their learning. Parenting style is the attitude of parents in guiding their children (Kartono 2013). Based on the results of research by Ruth (2015) regarding the relationship between parenting patterns and emotional development in adolescents at SMA Negeri 14 Medan, the results of the research show that there is a significant relationship between parenting patterns and emotional development of adolescents with ($p = 0.02$; $p < 0.05$). These results indicate that the better the parenting style of parents, the better the emotional development of adolescents.

Based on information obtained from the Principal of SMP Negeri 6 Palu on February 22 2023, on average the students come from different family backgrounds, making it possible for the students' parents to apply different parenting styles. Researchers also conducted interviews with six students, two students said that their

parents always imposed their will in all actions and never gave them freedom, three other students said that their parents always gave them freedom of opinion, while one student said their parents did not have provided support or guidance. The researcher also conducted an interview with one of the BK (Guidance Counseling) teachers, who said that the cases of irregularities that usually occur are often truant during class hours, breaking school rules, bullying behavior, use of drugs outside school, and this year's theft case which occurred at outside school, the perpetrators were two class VIII students.

Based on information from the school principal, the efforts that have been carried out by the school include providing direction, guidance, advice and improving learning materials. There are efforts that will be made by the school, where parents must have a link group to control their children's daily activities at school, and anticipate events that occur outside of school. Every Saturday there will be a parenting class where parents, students and homeroom teachers also attend. In fact, schools no longer need to provide basic guidance because there is already a parenting style from parents. From the results of the data collection above, researchers are interested in conducting research on the relationship between parenting patterns and the social development of adolescents at SMP Negeri 6 Palu. The aim of this research is to analyze the relationship between parenting patterns and the social development of class VIII teenagers at SMP Negeri 6 Palu.

II. METHODS

The type of method in this research is comparative analysis using a cross sectional design (Suhron, 2024). The research was carried out at SMP Negeri 6 Palu which is located at Jalan Dewi Sartika No 81, South Palu. The sampling technique in this research is probability sampling using the Cluster sampling method. The number of samples in this research was 170 respondents. Bivariate analysis in this research aims to find the relationship between the independent and dependent variables. To determine the relationship between parental parenting patterns and adolescent social development, Fisher's test was used.

III. RESULT

Univariate Analysis

Table 1
Description of the Characteristics of 170 Respondents

Gender	Frequency (<i>f</i>)	Presentase (%)
Man	73	43
Woman	97	57
Age	Frequency (<i>f</i>)	Presentase (%)
13-16	169	99
17-20	1	1

Ethnic group	Frequency (f)	Presentase (%)
Bugis	44	26
Boo	1	0
Java	29	17
Gorontalo	3	2
Search	60	35
Luwuk	1	1
Manado	10	6
Morowali	5	3
Toraja	8	5
Bali	9	5

Last education of parents	Frequency (f)	Presentase (%)
SD	2	1
JUNIOR HIGH SCHOOL	19	11
SMA	99	58
Diploma	8	5
S1	35	21
S2	7	4

Parents' job	Frequency (f)	Presentase (%)
Civil servants	58	34
Officer/ Private	10	6
Self-employed		
TNI/Polri	69	41
Labor/Agriculture	15	9
Not working	16	1
	2	1

Table 2
Frequency Distribution and Percentage of Types of Parenting Patterns for
Class VIII Parents at SMP Negeri 6 Palu

Parenting Style	Frequency (f)	Presentase (%)
Authoritarian	7	4
Democratic	163	96
Total	170	100

Table 3
Frequency and Percentage Distribution of Social Development for Class VIII
Adolescents at SMP Negeri 6 Palu

Adolescent Social Development	Frequency (f)	Presentase (%)
Good	150	88
Not good	20	12
Total	170	100

Table 4
Test Statistic Fisher

Parenting Style	Adolescent Social Development				Total		P Value
	Good		Not good				
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	
Demokratis	145	89	18	11	163	100	0,193
Otoriter	5	71,4	2	28,6	7	100	
Total	150	88	20	121	70	100	

Table 1 shows an overview of the characteristics of respondents based on gender, age, ethnicity, parents' most recent education, and parents' occupation at SMP Negeri 6 Palu. Based on gender, in this study, from 170 respondents, the results showed that the majority were male, namely 43% and a small portion were female, namely 57%. Based on the ages of 170 respondents, it was found that the majority were aged 13-16, namely 99%, and a small portion were aged 17-20, namely 1%. Based on the tribe in this research, it was found that the Kaili tribe was 35%. Based on the parents' latest education, in this study, of the 170 respondents, the results showed that most had a high school education, namely 55% and a bachelor's degree, namely 21%. Based on the type of work of parents in this study, it was found that entrepreneurs were 41%, and civil servants were 34%.

Table 2 shows the frequency distribution of respondents based on the type of parenting style of class VIII parents at SMP Negeri 6 Palu. The results of the research showed that of the 170 respondents, the type of parenting style most used was democratic parenting, namely 163 respondents (96%), followed by authoritarian parenting with 7 respondents (4%). Meanwhile, the type of permissive parenting style was not found from the results of research at SMP Negeri 6 Palu.

Table 3 shows the frequency distribution of respondents based on the social development of class VIII teenagers at SMP Negeri 6 Palu. The research results showed that of the 170 respondents, 150 respondents (88%) had good social development, and 20 respondents (12%) had poor development.

Table 4 shows the test results *Fisher* From 163 democratic parenting patterns, 145 data were obtained on social development of teenagers, and 18 were bad on social development of teenagers. Out of 7 authoritarian parenting patterns, data on social development of teenagers was good on 5, and social development was poor on 2. The results of statistical tests used the test. *fisher* p value = 0.193 (p value > 0.05) means

that statistically there is no significant relationship between parenting patterns and adolescent social development.

IV. DISCUSSION

1. Types of Parenting Patterns

Based on the research results, it is known that as many as 163 (96%) of the respondent parents used a democratic type of parenting. Democratic parenting gives children the freedom to express opinions, do what they want without crossing the boundaries or rules set by their parents, and parents always provide full direction or guidance. This parenting style teaches children to be responsible for the things they do (Santrock, 2007). Apart from that, parents usually praise their children when they do something good. Parents with a democratic parenting style teach children to do everything independently with a sense of responsibility and reflect a sense of love (Santrock, 2007).

Table 4.6 shows that 7 respondents (4%) have parents with an authoritarian parenting style. Parents tend to use threats to children if children make mistakes or don't do things their parents want, such as forbidding them from hanging out with people they don't like. parents, punish children by forbidding things the child likes, and using harsh words. Authoritarian parenting often makes children feel that parents punish them too harshly (Santrock, 2007).

The results of this research show that the majority of respondent parents apply a democratic parenting style. According to the researchers' assumptions, the number of democratic parenting patterns applied by parents of students at SMP Negeri 6 Palu is because parents' previous education plays a very important role in implementing democratic parenting patterns. Maccoby & Mc Loby (2000) say that usually those who implement a democratic parenting style are parents with higher and middle education. According to Kharmina (2011), different levels of parental education can clearly influence the care of their children. The difference in education that parents have will be visible in the quality of the results of the parenting process. However, this is contrary to the results of Eka's (2004) research which states that the level of parental education does not influence parents' decisions to implement parenting styles. Even though their education is lower secondary, it does not prevent the decision to implement a parenting style that is suitable and suitable for their children.

2. Adolescent Social Development

Based on the research results, it is known that 150 (88%) respondents had good social development and 20 (12%) respondents had poor development. These data show that the majority of teenagers at SMP Negeri 6 Palu have been able to carry out socialization development tasks during adolescence well. In this study, the instrument used to measure adolescent social development is a questionnaire that refers to Hurlock's (1999) theory regarding socialization development tasks carried out during adolescence.

3. The Relationship between Parenting Styles and Adolescent Social Development

The results of the study showed that there was no relationship between parenting styles and adolescent social development, p value = 0.193 (p value >

0.05). Parenting patterns were democratic and had good social development as many as 145 respondents (89.0%). Meanwhile, democratic parenting style had poor social development as many as 18 respondents (11.0%). Based on the results of the research conducted, it can be seen from the respondents' answers via questionnaires, the researchers are of the opinion that the poor social development of teenagers is caused by the strong influence of peers. So that their peers can influence their appearance, interests, conversations that make them feel better.

The parenting style of authoritarian parents who have good social development is in accordance with the research results obtained by 5 respondents (71.4%). This is in line with Shochib's opinion (in Anisa, 2008) that children who are educated with an authoritarian parenting style may not have problems with their studies and are also free from juvenile delinquency. According to researchers, this occurs due to school environmental factors which have a group of friends who provide good encouragement to teenagers. There were 2 respondents (28.6%) with an authoritarian parenting style that had poor social development. According to Yusuf (2013), parents with an authoritarian parenting style will develop into fearful, anxious, withdrawn, like to oppose, and like to violate norms. So the socialization process is disrupted. The absence of relationships due to parental parenting is not the only factor that influences teenagers' social development. This is because adolescent social development is influenced by several factors such as peer groups. According to Yusuf (2010), extrinsic factors that influence teenagers' social development include the school environment, namely peers and the community environment around teenagers. Then, in adolescents, the influence of the environment in determining behavior is recognized as quite strong. Even though adolescents have reached a stage of cognitive development that is sufficient to determine their own actions, adolescents' self-determination in behavior is largely influenced by pressure from peer groups. Peer groups are recognized as being able to influence a teenager's considerations and decisions regarding their behavior (Jahja, 2011).

This is in line with the results of research conducted by Rahni (2010) who concluded that there is a relationship between the role of peer groups and adolescent social development. If we look at the correlation value, it is known to be 0.570, which means that the nature of the relationship is in a positive direction, meaning the better the role of peer groups. the better the social development of teenagers will be.

V. CONCLUSION

Based on the results and discussion of the research, it can be concluded that:

1. Of the 170 respondents, the most common type of parenting used was democratic parenting, namely 163 respondents (96%), followed by authoritarian parenting with 7 respondents (4%). Meanwhile, the type of permissive parenting style was not found from the results of research at SMP Negeri 6 Palu.
2. Of the 170 respondents, 150 respondents (88%) had good social development, and 20 respondents (12%) had poor development.
3. There is no significant relationship between parenting styles and adolescent social development (p value = 0.193).

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