

## Analysis of How Parenting Affects the Personalities of Islamic Junior High School Students in Medan, Indonesia

<sup>1</sup>Siti Aisyah\*, <sup>1</sup>Suryani Hardjo, <sup>2</sup>Sirajo Jallow

<sup>1</sup>Universitas Medan Area, Indonesia

<sup>2</sup>International University of Africa, Sudan

\*Corresponding email: [sitiaisyah@staff.uma.ac.id](mailto:sitiaisyah@staff.uma.ac.id)

### ARTICLE INFO

#### Article History

Received : 11/10/2022

Revised : 10/11/2022  
28/11/2022

Accepted : 06/12/2022

#### Keywords:

*Personality,  
Student,  
Parenting,  
Authoritarian,  
Democratic,  
Permissive.*

Copyright © 2022 IJIEP



This work is licensed under  
a [CC BY-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/)  
International license.

### ABSTRACT

This research aims to determine how parents' treatment of children significantly contributes to the child's personality. Quantitative descriptive research has a population of 5,378 students of SMP Islam Education in Medan. The research sample was 818 students. The results found that the personality dimensions of neuroticism reflected stressful, irritable, unrealistic, anxious, and restless behaviors. Authoritarian parenting style harmed neuroticism personality. In addition, a regression coefficient of 0.10 ( $p = 0.05$ ) was also found for openness personality. Therefore, authoritarian parenting had a positive effect on open personality. The democratic parenting variable had a regression coefficient of 0.87 ( $p < 0.001$ ), 0.82 ( $p < 0.001$ ), 0.57 ( $p < 0.001$ ), and 0.56 ( $p < 0.001$ ) for personality openness, conscientiousness, extraversion, and agreeableness. Parents are influential in developing a student's personality because it affects emotional maturity, desire for achievement, social skills, and personal maturity related to student personality dimensions. Thus, parents must apply authoritarian parenting to discipline children, shaping them to have positive personalities.

### Citation:

Aisyah, S., Hardjo, S., & Jallow, S. (2022). Analysis of how parenting affects the personalities of Islamic junior high school students in Medan, Indonesia. *International Journal of Islamic Educational Psychology*, 3(2), 188-207. <http://dx.doi.org/10.18196/ijiep.v3i2.16482>

## INTRODUCTION

A family is important for children's physical, emotional, spiritual, and social development. In the family, a child will get love, protection, and identity, leading him to become an adult individual who will show a positive personality in the environment. To form a positive personality, parents need to do proper care under the development of the child's age. Parenting style has been defined as the global climate in which the family functions and childcare takes place. Four different parenting styles have been distinguished, namely authoritative, authoritarian, indulgent, and uninvolved, based on the two dimensions underlying parental support (often referred to as responsiveness) and strict control (often referred to as parental demands) (Erdener, 2018).

Parental support refers to the qualities of parental affection and is associated with warmth, acceptance, and engagement. Strict controls reflect parental control over their children's behavior and thus include parental knowledge of these activities and active monitoring efforts. Authorized parents offer their children a democratic climate with high support and tight control. Authoritarian parents provide strict control without being supportive and are therefore seen as demanding and assertive. Children experiencing support in the absence of strict control are being raised by parents who are indulgent, permissive, and permissive. These parents only apply a few rules to limit their children. Finally, parents with an uninvolved parenting style are neither supportive nor controlling and relatively more indifferent and uninvolved (or even negligent) for their children. The general parenting style was found to be associated with child development (Chen, 2020).

Parents care for their children is sometimes inseparable from the expectations that parents want to achieve when their children mature. Most parents expect their children to be respected by society and have great socioeconomic status when they grow up. Such expectations can come from the viewpoint of the local community and will influence the parenting style of their children in order to realize these expectations. Not infrequently, parents who try to realize their hopes of making their children obedient, the parents force the child to follow all the instructions given without allowing the child to argue or express an opinion. The benchmarks for children's obedience held by parents are children who unrefute what the parents say (Checa & Gutierrez, 2018).

Parents and children as family members have a microsystem effect where the relationships that occur through parenting can impact children's behavior, such as developing competence, pro-social behavior, achievement motivation, self-regulation, and children's attachment to parents (Lestari, 2013). The parenting style will affect the children in many ways. Parents who take good care of their children will set good examples and role models for their children. Boonk et al. (2018) stated that the parenting style adopted by parents will help to develop independence, self-regulation, and self-efficacy if parents can support and be in line with the needs and demands of their children (Mayuri et al., 2017). In the

family, children can find happiness, contentment, and love, but they can also find dissatisfaction, conflict, and suffering that lead to negative behavior. Parents who do not instill love and care for others will produce children who lack empathy and tend to be selfish.

Parents are subject to unintentional observations and imitations by children. Personality is formed due to direct reflection of the family's quality. Poor parenting will form a bad personality. Children who are not properly educated, parents who do not have time for children or children whom the parents do not like will form behavior patterns that are not favorable (Tomsik & Cerensik, 2017). Some studies suggest that revealed that different parenting styles form various personality types, with different personality characteristics of children (Kilonzo, 2017; Rahayu, 2018; Xinwen et al., 2018; Theresya et al., 2018; Pushpendri & Rupali, 2019;). They are confirmed a significant relationship between parenting styles and personality dimensions.

The behaviour shown will show the shape of his personality. With the properties they have, individuals will respond when they interact with the environment. Costa et al. (1991) also used traits or characteristics in determining personality and traits in individuals. Five-factor model is the most widely used approach in explaining behavior. This model describes a person's personality from five domains. The categorization of personality domains is obtained based on the factor analysis results and each domain contains a group of personality traits. Extraversion, Openness, Agreeableness, Neuroticism, and Conscientiousness scores will show different traits and behaviors regardless of the life situation experienced. Therefore, this study aims to see the influence of parenting styles in shaping students' personalities.

### **Parenting Patterns**

The time of becoming parents is a time that naturally occurs in a person's life, especially for married adults. Becoming a parent is something that is highly expected in their lives where they will be responsible for their children to care for, nurture, guide, educate, train and lead them so they can become children who can be independent and proud. For this reason, parents must be able to appear as leaders and mentors by caring for their children properly. Parenting is how parents treat, educate, guide, and discipline children. Several factors influence parenting patterns, including parental education, environment, and culture. Children will learn the basics of behavior from their families. Children learn character through models from family members, especially parents. They will always imitate what they see, whether good or bad (Tomsik & Cerensik, 2017).

Parenting styles vary from one parent to another. Parenting style is a psychological construct representing parents' standard strategy for raising their children. Quality of care may be more important than the quantity of time spent with children. For example, a parent may spend an entire afternoon with their

child, but the parent may be involved in different activities and show low interest in the child. Parenting represents how parents respond and demand from their children. Parenting practices are specific behaviors, whereas parenting styles represent a broader pattern of parenting practices. There are various theories and opinions on how best to raise children and varying degrees of time and effort.

Family environment where individuals are raised will affect the formation of the child's personality. Santrock (2015) says that parenting is a way or method used by parents to educate their children so that they become socially mature individuals. Then, Hurlock (1978) divided parenting styles into 3 types: authoritarian parenting, which is characterized by strict rules where children are not allowed to express opinions, and children are required to follow the rules of the parents. Democratic parenting is characterized by communication between parents and children, and parents provide opportunities for children to express opinions. On the other hand, permissive parenting is characterized by the attitude of parents who give freedom to the child as widely as possible and give full confidence to the child to do everything independently (Durisic, 2017). Bush & Peterson (2013) stated that parents need to respect children's needs and give them the right to organize and manage their own lives (Xinwen et al., 2018).

### **Student Personality**

Student personality is important for planning and teaching physical education (PE) lessons according to students' needs. In addition, the formation of personality, in general, is part of the educational mandate, and the development of student personality, in particular, is considered a basic goal of physical education. Although student personality is a central topic in physical education, the state of research, particularly regarding understanding the underlying personality, is varied and elusive. The well-known personality theory is the big five, which describes five characteristics that indicate a person's personality. The five characteristics are, first, openness, which refers to openness to experience, for example, if someone is adventurous and curious. Also, creativity and longing for newness are part of openness. Second, conscientiousness is a trait that has self-discipline and plans activities rather than acting spontaneously. Third, extraversion is socializing, being energetic, assertive, and reaching out to others. Fourth, agreeableness means being cooperative and sympathetic to others. The fifth is neuroticism, a high level of experience of negative emotions, such as anger, anxiety, and sadness, also known as emotionally unstable (Feist et al., 2017).

In terms of study success, several studies have investigated whether personality is associated with study success and, if so, which specific characteristics are important for better academic performance. Certain personality traits are expected to influence how students approach learning and learning outcomes. According to (Snydrova, 2008), family is the most important factor in shaping a child's personality (Tomsik & Cerensik, 2017).

The Big Five is one of the approaches used to view human personality through traits arranged into five personality dimensions formed using factor analysis. Costa et al. (1991) divided the five traits into five personality dimensions:

1. Neuroticism

This trait assesses emotional stability and instability. It identifies the tendency of individuals to experience stress easily, have unrealistic ideas, and have a maladaptive coping response. This dimension accommodates a person's ability to withstand stress. People with high scores on this dimension tend to be anxious, temperamental, self-pity, emotional, and prone to stress-related disorders. Conversely, people who have low scores are usually calm, not temperamental, satisfied with themselves, and not emotional.

2. Extraversion

It assesses the quantity and intensity of interpersonal interactions, activity level, need for support, and ability to be happy. This dimension shows the level of pleasure a person will have in relationships. People who score high on this dimension tend to be affectionate, cheerful, and happy to talk, hang out and have fun. Conversely, those who have low scores are usually closed, quiet, aloof, passive, and do not have enough ability to express strong emotions.

3. Openness

People who consistently seek different and varied experiences will score high on openness to experience. People who score high on this dimension tend to be imaginative, creative, innovative, curious, and prefer variety. On the other hand, people who are not open to new experiences are usually conventional, realistic, uncreative, not curious, and conservative.

4. Agreeableness

This dimension distinguishes between those who are gentle and those who are cruel. People with high scores tend to be kind, soft-hearted, trustworthy, generous, tolerant, cooperative, and friendly. Conversely, those who have low scores tend to be suspicious, stingy, unfriendly, easily irritated, focus more on their needs than others, and are full of criticism of others.

5. Conscientiousness

This dimension identifies the extent to which individuals are aware of achieving a certain goal. People high in this dimension are usually hardworking, conscientious, punctual, organized, ambitious, persistent, and focused on achievement. Conversely, people with low scores are usually disorganized, careless, lazy, aimless, and give up easily when faced with difficulties.

## METHODS

### Model Specifications

This study used 818 questionnaires used as material for processing data with SEM to analyze the effect of authoritarian parenting, democratic parenting, and permissive parenting on students' personalities at Islamic Junior High School in Medan City. The model used consisted of 3 exogenous (free) latent variables and one endogenous (bound) latent variable. This model illustrates how strong the relationship between indicator variables is in measuring the latent variable. The model created is formed in a model path diagram (path diagram) so that the relationship between variables in the model can be more easily understood.

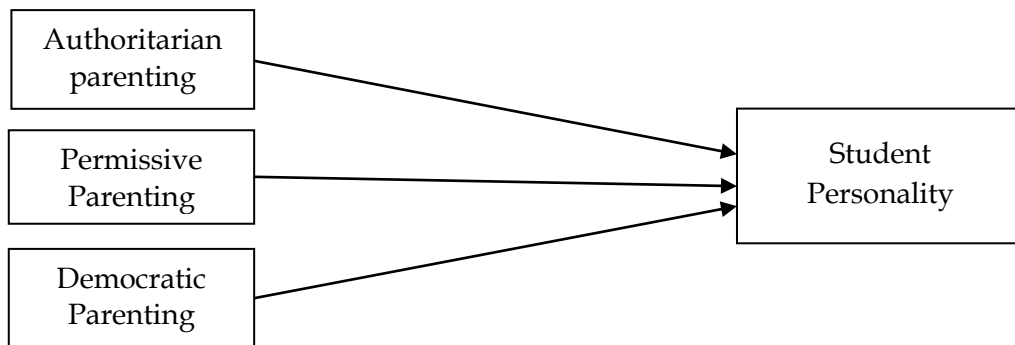


Figure 1. Frame Of Mind

Three possibilities can occur in the SEM model:

- a. The model as  $df = 0$
- b. The under model as  $df < 0$
- c. The over model  $df > 0$

Here is how to calculate the degrees of freedom manually:

$$df = \frac{1}{2} [p(p + 1) - k] \quad (1)$$

Where:

$p$  = number of manifest or indicator variables

$k$  = number of parameters to be estimated

If the estimation is conducted, there is an identification problem. Then, the researcher should add more constraints (removing the path from the path diagram) until the problem is gone.

SEM only uses input data from a variant/covariance matrix or a correlation matrix for the overall estimation. The advantage of the correlation matrix is that it provides more precise validity for testing comparisons between different populations. The number of samples also influences the model estimation process by using the maximum likelihood minimum sample used is 100 samples/respondent. The more data, the more sensitive the maximum likelihood is so that the goodness of fit will be bad. Model estimation can also see whether the data is normally distributed and whether there are no outlier data. If not, then the model can be identified.

The suitability test in this study was used to check the level of compatibility between the good data and the model, the validity and reliability of the measurement model, and the significance of the coefficients of the structural model. According to Hair et al. (1998), the evaluation of the suitability level of the data with the model was carried out in several stages:

- a. Overall model fit
- b. Measurement model fit
- c. Structural model fit.

In this study, measurement model fit was used.

## Hypotheses

### Hypothesis 1

Ho<sub>1</sub>: Authoritarian parenting ( $X_1$ ) has no positive effect on student personality ( $Y_1$ )

Ha<sub>1</sub>: Authoritarian parenting ( $X_1$ ) has a positive effect on student personality ( $Y_1$ )

### Hypothesis 2

Ho<sub>2</sub>: Democratic parenting ( $X_2$ ) has no positive effect on student personality ( $Y_1$ )

Ha<sub>2</sub>: Democratic parenting ( $X_2$ ) has a positive effect on student personality ( $Y_1$ )

### Hypothesis 3

Ho<sub>3</sub>: Permissive parenting ( $X_3$ ) has no positive effect on student personality ( $Y_1$ )

Ha<sub>3</sub>: Permissive parenting ( $X_3$ ) has a positive effect on student personality ( $Y_1$ )

In this study, the subjects were 818 students of Islamic junior high schools in Medan, consisting of 389 students and 429 students aged 12-15 years. Subjects came from 17 Islamic schools in Medan. The sampling technique used stratified random sampling. Structured random sampling divided the population members into several subgroups called strata. Then a sample was selected from each stratum. Population elements were divided into several levels (stratification) based on their characteristics. In stratified random sampling, population elements were grouped at certain levels to take samples evenly at all levels, and the sample represents the character of all heterogeneous population elements. Samples were representatives of each stratum/level/class, representing class 7, class 8, and class 9. This method was chosen because the number of samples was homogeneous.

## Procedure

Primary data in this study were obtained through a scaling instrument performed on students. A stratified sample was carried out from the representation of students at each level by randomly selecting several students from each level to maintain representation. In the first stage, 17 Islamic junior high schools were determined from Medan from 17 sub-districts by considering the scope of research in Medan and selecting a junior high school to be an Islamic school. Next, 1 Islamic junior high school in each sub-district was willing to participate. In the second stage, 818 students from class VII, VIII, and IX representatives were randomly selected from the participating schools. The principal received a research permit from the study program, gave approval, and

determined a research schedule. Data collection employed a scaling instrument, namely the big five personality scale from Costa et al. (1991) of five personality dimensions, extraversion, agreeableness, conscientiousness, neuroticism, and openness. The parenting style scale from Hurlock (2015) used the Likert Summated Rating (LSR) method.

### Validity and Reliability Test

The validity of the items was implemented construct validity through confirmatory factor analysis (CFA), while the reliability test used the alpha calculation (Cronbach's alpha). The data analysis technique used the Structural Equational Modeling program through AMOS 22 software, which includes measurement instrument test, the goodness of fit index test, evaluation of structural model assumptions, and model testing to determine the effect of parenting styles on students' personalities. The Structural Equational Modeling program was analyzed to answer the research hypothesis. Before conducting the analysis, the collected data needed to be tested through confirmatory factor analysis (CFA) to obtain evidence of validity based on the construct. Meanwhile, the model accuracy index in the initial measurement model and the measurement model after being modified to measure student personality are as follows.

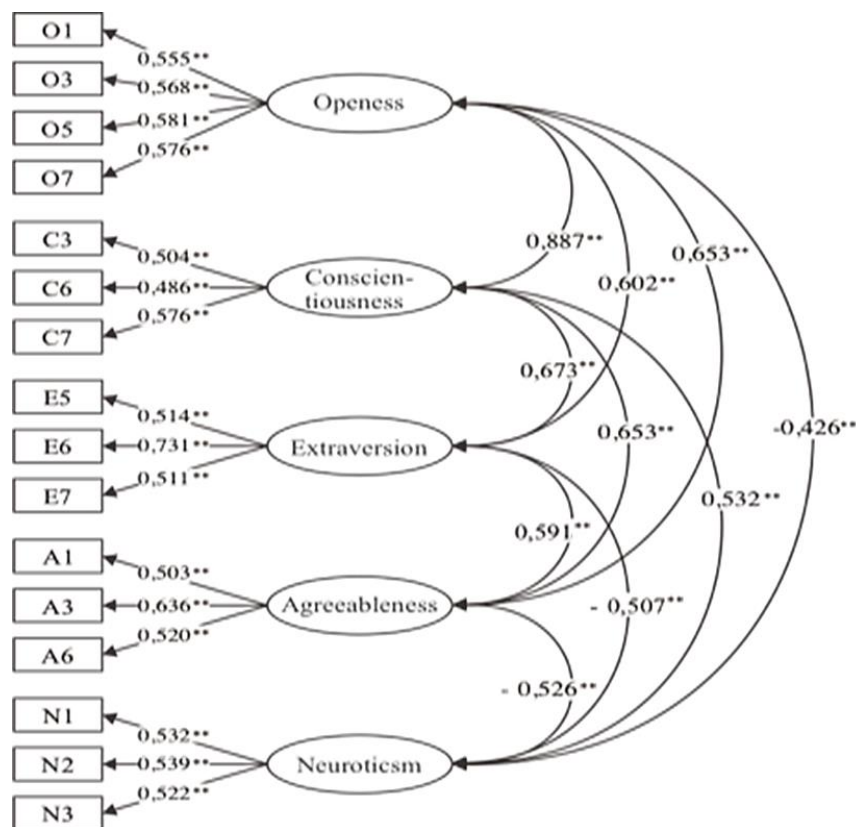


Figure 2. Student Personality Measurement Model after Modification and its Loading Factor

Based on Figure 2, almost all items have values above 0.4 for each of the underlying aspects.



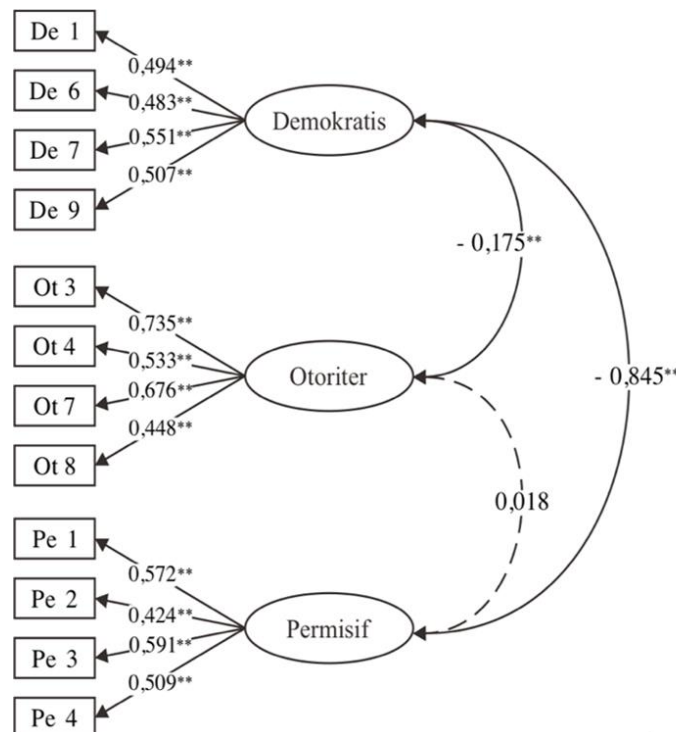
In CFA, the model accuracy index is the first thing to look for determining the scale that is made by according to the construct. The model accuracy index at the initial measurement and the measurement model after being modified are shown in the table 1 below:

**Table 1.** Model Accuracy Index on Student Personality Measurement

Parameter	Preliminary	After Modification	Description
Chi-square	2963,467	162,838	-
Normed Chi-square	4,525	1,732	Fit <sup>a</sup>
Probability	0,000	0,000	Tidak Fit <sup>a</sup>
CFI	0,625	0,965	Fit <sup>a</sup>
TLI	0,597	0,955	Fit <sup>a</sup>
RMSEA	0,066	0,030	Fit <sup>a</sup>

### Analysis

The student personality scale initially consisted of 38 items representing 5 dimensions of student personality. After the confirmatory factor analysis, several items were excluded from the model because they had a high correlation between them. Thus, the student personality measurement model consists of 16 items with a good loading factor and do not contain high error correlations between items. The model accuracy index in the initial measurement model and the measurement model after being modified in the measurement of parenting styles is as follows.



**Figure 3.** The Parenting Model Measurement Model after Modification and its Loading Factor

**Table 2.** Model Accuracy Index on Measurement of Parenting Patterns

Parameter	Preliminary	After Modification	Description
Chi-square	1966,448	88,656	-
Normed Chi-square	6,643	1,738	Fit <sup>a</sup>
Probability	0,000	0,000	Tidak Fit <sup>a</sup>
CFI	0,601	0,971	Fit <sup>a</sup>
TLI	0,562	0,962	Fit <sup>a</sup>
RMSEA	0,083	0,03	Fit <sup>a</sup>

Based on Figure 3, almost all items have a value above 0.4 for each of the underlying aspects. The parenting style scale initially consists of 25 items representing 3 parenting styles. After the confirmatory factor analysis, several items were excluded from the model because they had a high correlation between them. Thus, the student personality measurement model consists of 12 items with a good loading factor and do not contain high error correlations.

## RESULT AND DISCUSSION

### Result

The attributes of this study are arranged based on the indicators for each variable. These variables are divided into two, which are included in independent variables authoritarian parenting, democratic parenting, and permissive parenting, while the dependent variable is the student's personality. Table 3 shows the indicators used as attributes of the research questionnaire.

**Table 3.** Attributes of the Research Questionnaire

No.	Variable	Indicator
1.	Authoritarian Parenting	1. Not giving children a voice 2. Forcing children to follow the rules 3. Relationships with children are not close
2.	Democratic Parenting	1. Relationships with children are close 2. Listen to children's input 3. Give children the opportunity to express their opinions
3.	Permissive Parenting	1. Children are free to do 2. Relationships with children are not close 3. Has no strict rules
4.	Student Personality	1. Likes to learn new things, be creative, innovative (openness) 2. Humble, patient, helpful, cooperative, trusting others (agreeableness) 3. Responsibility, high endurance, high motivation and achievement-oriented, disciplined, persistent (conscientiousness) 4. Likes to hang out, friendly, assertive, cheerful (extraversion)

### Measurement Fit Test

The parenting scale developed by researchers based on the theory of Hurlock (2015) consisting of Authoritarian parenting consists of 8 items. Democratic parenting consists of 10 items, and permissive parenting consists of 7 item. Authoritarian parenting subscale rules reflect the extent to which parents provide opportunities for children to express opinions and force children to follow all the rules given by the parents. The subscale for democratic parenting reflects the extent to which parents have a close relationship with the child and allow children to be independent and express opinions. Permissive parenting subscales reflect the extent to which children are free to do whatever they want and the extent to which parents provide strict rules and have closeness to children. The parental accuracy scale model index is chi-square (88.656) with a comparative fit index (CFI) parameter of 0.971 and a tucker Lewis index (TLI) of 0.961 with an error level below the tolerance limit of 0.08, namely 0.030.

The student personality scale in this study refers to the big five personality scale from Costa, McCrae & Dye (1991). This variable consists of 38 statements using the Likert scale method. The openness personality dimension consists of 8 items. The conscientiousness dimension consists of 7 items, the extraversion dimension consists of 8 items, the agreeableness dimension consists of 7 items, and the neuroticism dimension consists of 8 items. Openness personality dimension subscales reflect personalities who like to learn new, creative, and innovative things. The dimension of conscientiousness personality reflects responsible behavior, high endurance, hardworking, and achievement-oriented. The dimension of extraversion personality reflects sociable, friendly, assertive, and positive behavior. The agreeableness personality dimension reflects humble, polite, helpful, and cooperative behavior. The neuroticism personality dimension reflects stressful, irritability, unrealistic, anxious, and anxious behavior. The student's personality accuracy model index is chi-square (162.838) with the parameters CFI (0.965) and TLI (0.955) with an error level below the 0.08 tolerance limit, which is 0.030.

### The Magnitude of the Influence of Authoritarian Parenting on Student Personality

Parents' authoritarian parenting is marked by parents' strictness in dividing children's learning and playing time. These findings support the effect of authoritarian parenting on students' personalities, as shown in Table 2.

**Table 2.** Regression Coefficient of Effect of Authoritarian Parenting on Student Personality

<b>Dependence</b>	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>Sig.</b>
Openness	0,06	0,03	0,10	0,05
Conscientiousness	-0,01	0,03	-0,02	0,76
Extraversion	0,04	0,03	0,07	0,16
Agreeableness	0,01	0,03	0,03	0,60
Neuroticism	-0,18	0,04	-0,27	< 0,001

Based on Table 2, the parenting style variable has a regression coefficient of -0.27 ( $p < 0.01$ ) on neuroticism personality. Authoritarian parenting hurts neuroticism personality. Hence, the higher the authoritarian parenting is, the lower the neuroticism personality will be. In addition, it is also found a regression coefficient of 0.10 ( $p = 0.05$ ) on openness personality. Authoritarian parenting has a positive influence on an open personality. Hence, the higher the authoritarian parenting is, the higher the openness personality will be. So, in this case, the hypothesis or  $H_01$  is accepted, meaning that authoritarian parenting negatively influences student personality.

### The Magnitude of the Influence of Democratic Parenting on Student Personality Variables

The democratic parenting style of parents towards their children is characterized by the involvement of parents in dividing their time and playing without having to force the child, not letting children too much, reprimanding and asking the reasons for not learning, not forcing children to learn according to their wishes, always paying attention to their needs school children, accompanying children while studying, although not often. In this case, it gives freedom to children but is still controlled by parents, such as often discussing with children, training children to be responsible, and when children make mistakes. These findings support the effect of democratic parenting on students' personalities, as shown in Table 3.

**Table 3.** Regression Coefficients Influence of Democratic Parenting on Student Personality

<b>Dependence</b>	<b>B</b>	<b>SE</b>	<b>Beta</b>	<b>Sig.</b>
Openness	3,25	0,95	0,87	< 0,001
Conscientiousness	2,34	0,68	0,82	< 0,001
Extraversion	1,92	0,57	0,57	< 0,001
Agreeableness	1,92	0,58	0,56	< 0,001
Neuroticism	-2,01	0,62	-0,49	0,001

The democratic parenting variable has a regression coefficient of 0.87 ( $p < 0.001$ ), 0.82 ( $p < 0.001$ ), 0.57 ( $p < 0.001$ ), and 0.56 ( $p < 0.001$ ) for openness, conscientiousness, extraversion, and agreeableness personalities. Hence, the higher the democratic parenting, the higher the personality of openness, conscientiousness, extraversion, and agreeableness. In addition, a regression coefficient of -0.49 ( $p < 0.001$ ) on neuroticism personality is also found. Democratic parenting has a negative influence on neuroticism personality. Hence, the higher the democratic parenting, the lower the neuroticism

personality will be. So, in this case,  $H_{o2}$  is rejected, and democratic parenting ( $X_2$ ) positively affects student personality.

### The Magnitude of the Influence of Permissive Parenting Patterns on Student Personality Variables

Permissive parenting carried out by parents is characterized by accustoming children to dividing their learning and playing time alone, children are free to do things, relationships with children are not close and do not have strict rules, always letting children not ask or reprimand when children do not learn, do not pay attention to children's needs. , never accompanying children when studying, never taking time to discuss with children, not training children to be responsible, and letting children, even if they make mistakes. These findings support the effect of democratic parenting on student personality, as shown in Table 4.

**Table 4.** Regression Coefficient The Effect of Permissive Parenting on Student Personality

Dependence	B	SE	Beta	Sig.
Openness	-0,16	0,08	-0,12	0,05
Conscientiousness	-0,21	0,07	-0,21	< 0,01
Extraversion	-0,30	0,08	-0,25	< 0,001
Agreeableness	-0,24	0,08	-0,20	< 0,01
Neuroticism	0,12	0,10	0,09	0,21

The permissive parenting variable has a regression coefficient of -0.12 ( $p = 0.05$ ), -0.21 ( $p < 0.01$ ), -0.25 ( $p < 0.001$ ), and -0.20 ( $p < 0, 01$ ) on the personality of openness, conscientiousness, extraversion, and agreeableness. Hence, the higher the permissive parenting, the lower the personality of openness, conscientiousness, extraversion, and agreeableness. So, in this case,  $H_{o3}$  is accepted, meaning that permissive parenting hurts student personality.

### Discussion

This study aims to add to the literature on parenting styles by identifying parenting patterns that are done empirically based on data on three types of parenting that parents do with their teenage children with junior high school education within the scope of Islamic education. The resulting parenting style is then linked to the child's personality. As stated in the introduction, the type of parenting used has a theoretical basis, although empirical studies have generally identified the same type of parenting. The parenting style is based on supportive behavior, behavioral control, and relationship closeness.

Authoritarian parenting is broken down into disciplinary and non-disciplinary subtypes. There are differences in each parenting style that parents do. The difference is more visible for non-discipline than for action on disciplinary control. These findings highlight that in carrying out parenting practices that aim to regulate and educate children, parenting by parents not only applies one type

of parenting by the same parent but also adopts different parenting patterns by considering various goals and expectations possibly accessible to the child.

Some children perceive that parents have clear rules, guidelines, and expectations for their children, but this is not followed by high consistency in implementing effective disciplinary strategies. One group of children perceived that their parents' parenting style was mostly positive, such as high support, regulation, and closeness. Parenting like this is under democratic parenting. The permissive parenting styles is perceive negativity (low regulatory setting and low support) (Hurlock, 2015).

In this study, the positive dimensions used by parents to children, such as providing support, accompanying, and regulating rules and behavior that build children's self-confidence, while the negative dimensions related to efforts to enforce children's discipline, such as giving punishment if the child does not follow orders and neglect of control. Permissive parenting shows a high score, and parents do not provide support and attention to children and ignore children's behavior that does not have a priority and benefit scale. However, this study does not get the same empirical results as research where many found that parents who apply a strict parenting style, such as providing strict rules and not giving children the freedom to act on their own, will form a weak child's personality such as easily breaking up, hopeless, easily depressed, temperamental, and apathetic. This finding deviates from several previous empirical studies where authoritarian parenting will shape a child's negative personality. The dimension of acceptance of rules through the subscale of authoritarian parenting from Hurlock's theory can underlie these different findings. The subscales are related to rules and punishment, including acceptance and the relationship between parents and children.

In contrast to other studies that only measure rules and penalties, higher scores on parental rules and punishments can reduce parental scores in accepting children's behavior. As a result, high parental rules and discipline score illustrates high authoritarian parenting.

This finding is consistent with research showing that parents must adopt authoritarian parenting styles for their teenagers in parenting practices. Setting rules and guidelines and demonstrating the power to children can create self-discipline, which impacts positive personality formation (Kilonzo, 2017). Parents who practice authoritarian parenting scored above average in terms of discipline. This situation makes adolescents searching for identity tend to get used to being disciplined and ready to try new things that might be risky for them (Kuppens & Ceulemans, 2019). Subsequent studies also explain that by applying authoritarian parenting, children have a curiosity and desire to develop what is inside of themselves by trying to find new, imaginative, and creative experiences to meet the demands of perfectionism that exist in parents and their social conditions (Walton et al., 2018).

Authoritarian parents will provide an orderly environment and carefully monitor their children's activities (Checa & Abundis-Gutierrez, 2018). That way, parents who apply this authoritarian parenting try always to be involved in every stage of their child's development. The assertiveness possessed by authoritarian parents also tends to educate children to focus on what is presented to them. Furthermore, the nature of authoritarian parents, which is marked by the demands and expectations of parents without any direction and explanation of how to achieve them, makes adolescents creative, broad-thinking, and imaginative individuals in resolving demands from their parents. Another study also stated that the attitude of parents who openly criticize their children's behavior and try to change their children's feelings about various things teaches children to grow up to be tolerant children know what is right and wrong (Odongo et al., 2016).

Another study also found that adolescents with authoritarian parents had a low frequency of parent-child conflict. A cultural context is involved so that it does not affect the emotional relationship between parents and children. Traditional Chinese culture that emphasizes the harmonization of relationships and avoidance of confrontation can reduce any relationship between parenting and the frequency of conflict because Chinese youth tend to avoid conflict with their parents (Xinwen et al., 2018).

Meanwhile, democratic parenting, which characterizes warm, open parents and promotes communication with children, will form children with positive personalities. The relationship built with parents and educational aspects in guiding children, such as providing understanding and explanation to children in doing something, makes children accustomed to receiving feedback. Hurlock (2015) states that parents who guide children and build effective communication will help children form effective relationships. Democratic parents will not require children to follow the orders and rules according to the parent's wishes but rather prioritize two-way communication and establish warm relationships with children.

Democratic parents tend to provide guidance to children and provide opportunities for children to express opinions and can be patient in dealing with children. Democratic parents are responsive to the needs and perspectives of their children and are open to their wishes to try new things. Parents who support children's curiosity and like to explain to children make them feel valued and will encourage them to dare to express opinions and develop their creativity. With attitude of parents who support his child will be able to form a positive child's personality. Hurlock (1978) stated that parents who provide a sense of security to their children and give children the opportunity to express their thoughts would be able to encourage children to bring out their creative potential (Durisic, 2017). Democratic care will lead to high self-efficacy in children and encourage high learning arrangements (Theresya et al., 2018).

Children who are cared for by democratic parents will produce children who are open to building relationships with others, friendly, affectionate, and fun. Besides, democratic parenting affects adolescent development psychologically and socially because children will have positive feelings to build social relationships with others (Sarwar, 2016). Children are also easy to socialize with because they have highly pro-social behavior where they are happy to help others. Their non-aggressive attitude when socializing with others makes other people feel comfortable dealing with these children (Xie et al., 2016).

Permissive parents reflect an attitude that gives their children the freedom to make the widest possible choice and gives full confidence to their children to do what they want, and in this case, the child's role is more dominant. Parents with this type of parenting have little control over what their children will do. In addition, they also tend not to involve themselves in decisions made by children. Besides, the characteristics of permissive parenting are the absence of parental guidance and rules, no demands on the child, and no control or control from the parents. These characteristics illustrate that permissive parenting is a parenting style that applies the principle of freedom. The findings in this study illustrate that parents with permissive parenting can form a child's extraversion personality below.

Parents who tend to be indifferent and rarely respond to children's behavior and rarely communicate and interact with children will make children grow up with behavioral characteristics with low extraversion personalities. Children are not taught how to build satisfying social relationships, are not taught to communicate effectively, and even children are not taught to express their feelings positively to others.

In the social environment children's social behavior also becomes bad in their environment. The opinion (Rahmawati & Suharso, 2015) states that permissive parenting results in bad social behavior in children. Children with a low extraversion personality have passive characteristics, meaning they take it for granted and are not active in exploring new things. Their feelings are positive for others. (Labaiga et al., 2019) emphasized that permissive parenting produces negative extraversion in adolescents. In addition, these individuals easily open up conflicts with other people and tend to have difficulties adapting to their environment (Ercan, 2017). Parents who do not teach children about right and wrong things make children not learn about the norms that should be done in the family and community environment.

In addition, the attitude of parents who do not express their love and concern for their children makes them unaccustomed to receiving affection from a relationship. Children do not understand how to build a harmonious relationship. The role of parental models in providing examples of behavior based on pro-social attitudes is not shown by parents in carrying out their responsibilities as educators in the family. As a result, children's agreeableness behavior is always associated with children's pro-social attitudes is low.



(Makagingge et al., 2019) found a negative influence between permissive parenting and children's social behavior, meaning that the higher the permissive parenting applied by parents, the lower the child's social behavior.

While much research has concentrated on the influence of personality on friendships and intimate relationships, less research has focused on how personality can shape parenting styles. Most existing studies of the relationship between personality and parenting have focused on mothers of toddlers and young children rather than adolescents. However, it is important to concentrate on adolescence, as this is a time of antisocial behavior and the development of health-threatening behaviors. In addition, parents are still influential agents of socialization, for example, through parenting. If parenting affects adolescent development, individual characteristics that affect parenting may not be directly relevant to problems related to adolescent development (Alia, 2018). Three general sources of influence determine the determinant model of parenting or parenting: the child's characteristics, sources of contextual stress and support, and the parent's personality. In addition, the three personalities are the most important source of influence. Meanwhile, factors such as employment status and well-being rarely affect the parents' personalities.

## CONCLUSION

Based on the results of the study, it can be concluded that the parenting style will affect the children in many ways. Parents who are wrong in educating and raising children will make children who have bad personalities. Parents who adopt certain types of parenting are sometimes unaware that the parenting styles they apply to children are not perceived as the same by children. Children's development can vary depending on how they perceive their parents. The parenting style adopted by parents will help develop social awareness, independence, self-regulation, and the ability to achieve achievement if parents can support and understand the age and needs of their children.

## REFERENCES

- Alia, T., & Irwansyah. (2018). Pendampingan orangtua pada anak usia dini dalam penggunaan teknologi digital. *Polyglot: Jurnal Ilmiah*, 14(1), 65-78. <http://dx.doi.org/10.19166/pji.v14i1.639>
- Boonk, L., Gijsselaers, H. J. M., Ritzen, H., & Brand-Gruwel, S. (2018). A review of the relationship between parental involvement indicators and academic achievement. *Educational Research Review*, 24, 24-30. <https://doi.org/10.1016/j.edurev.2018.02.001>
- Chen, S., Jihong, S., & Yuping, S. (2020). The relationship between parenting styles and self-congruence of undergraduate students: Core self-evaluation

as a mediator. *Social Behavior and Personality: An International Journal*, 48(12), 1-10. <https://doi.org/10.2224/sbp.9479>

Costa, P. T., McCrae, R. R., & Dye, D. A. (1991). Facet scales for agreeableness and conscientiousness: A revision of the NEO personality inventory. *Personality and Individual Differences*, 12(9), 887-898. [https://doi.org/10.1016/0191-8869\(91\)90177-D](https://doi.org/10.1016/0191-8869(91)90177-D).

Durismic, M., & Bunijevac, M. (2017). Parental involvement as a important factor for successful education. *Center for Educational Policy Studies Journal*, 7(3), 137-153. <https://doi.org/10.26529/cepsj.291>

Ercan, H. (2017). The relationship between resilience and the big five personality traits in emerging adulthood. *Eurasian Journal of Educational Research*, 17(70), 1-22. <https://dx.doi.org/10.14689/ejer.2017.70.5>

Erdener, M. A., & Knoepfel, R. C. (2018). Parents' perceptions of their involvement in schooling. *International Journal of Research in Education and Science*, 4(1), 1-13. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1169840.pdf>

Feist, J., Feist, G. J., & Roberts, T. A. (2017). *Teori kepribadian (Edisi Kedelapan)*. Jakarta: Salemba Humanika.

Hurlock, E. B. (1978). *Perkembangan anak. Jilid 2*. Jakarta: Erlangga.

Hurlock, E. B. (2015). *Psikologi Perkembangan. Edisi Kelima*. Jakarta: Erlangga

Theresia, J., Latifah, M., & Hernawati, N. (2018). The effect of parenting style, self efficacy and self regulated learning on adolescent academic achievement. *Journal of Child Development Studies*, 3(1), 28-44. <https://doi.org/10.29244/jcnds.3.1.28-43>

Kilonzo, P. M. (2017). The impact of parenting styles on personality dimensions of adolescents in public secondary schools: A case of Mombasa Country, Kenya. *International Journal of Education and Research*, 5(7), 263-276. Retrieved from <https://www.ijern.com/journal/2017/July-2017/19.pdf>

Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of Child and Family Studies*, 28(1), 168-181. <https://doi.org/10.1007/s10826-018-1242-x>

Labaiga, N. G. E., Tuda, J., & Kundre, R. (2019). Hubungan pola asuh orang tua dengan kepribadian remaja di Sekolah Menengah Pertama Negeri 1

Remboken. *Jurnal Keperawatan*, 7(1), 1-9.  
<https://doi.org/10.35790/jkp.v7i1.24342>

Lestari, S. (2013). *Psikologi keluarga*. Jakarta: Kencana Prenada Media Grup.

Makagingge, M., Karmila, M., & Chandra, A. (2019). Pengaruh Pola Asuh Orangtua Terhadap Perilaku Sosial Anak. *Yaa Bunayya: Jurnal Pendidikan Anak Usia Dini*, 3(2), 115-122. <https://doi.org/10.24853/yby.3.2.115-122>

Mayuri, K., Divya, V., Kiran, & Kavitha. (2017). Parenting style as perceived by parents and children. *International Journal of Science and Research*, 6(8), 978-982. Retrieved from <https://www.ijsr.net/archive/v6i8/ART20176089.pdf>

Odongo, A. A., Aloka, P. J., & Raburu, P. A. (2016). Influence of parenting styles on the adolescent students' academic achievement in Kenyan day Secondary schools. *Journal of Education and Practice*, 7(15), 101-108. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1103108.pdf>

Checa, P., & Abundis-Gutierrez, A. (2018). Parenting style, academic achievement, and the influence of the culture. *Psychology and Psychotherapy: Research Study*, 1(4), 1-3. <http://dx.doi.org/10.31031/pprs.2018.01.000518>

Pushpendri, P. S., & Rupali, C. (2019). Authoritarian parenting style and its effect on self - esteem and coping strategies of 21 year old girl. *Global Journal For Research Analysis*, 8(3), 100-101.  
<http://dx.doi.org/10.24327/GJRA.2018.0912>

Rahayu, L. (2018). Pengaruh pola asuh orang tua dan kontrol diri terhadap perilaku agresif pada remaja SMP Negeri Samarinda, *Psikoborneo*, 6(2), 317-329. <http://dx.doi.org/10.30872/psikoborneo.v6i2.4567>

Rahmawati, A., & Suharso, S. (2015). Faktor determinan konsep diri siswa kelas vii di SMA Negeri Se-Kota Semarang. *Indonesian Journal of Guidance and Counseling: Theory and Application*, 4(1), 30-36.  
<https://doi.org/10.15294/ijgc.v4i1.7487>

Sarwar, S. (2016). Influence of parenting style on children's behavior. *Journal of Education and Educational Development*, 3(2), 222-249. Retrieved from [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=2882540](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2882540)

Santrock, W. (2015). *Life Span Development, Fifteenth Edition*. United States of America: McGraw Hill Education.

Tomsik, R., & Cerensik, M. (2017). Adolescents personality through big five model: The relation with parenting style. *Journal of Interdisciplinary Research*,

225-231. Retrieved from  
[http://www.magnanimitas.cz/ADALTA/0702/papers/A\\_tomsik.pdf](http://www.magnanimitas.cz/ADALTA/0702/papers/A_tomsik.pdf)

Walton, E. G., Hibbard, D., Coughlin, C., & Shepherd, D. D. (2018). Parenting, personality, and culture as predictors of perfectionism. *Current Psychology*, 39, 681–693. <https://doi.org/10.1007/s12144-018-9793-y>

Xie, X., Chen, W., Lei, L., Xing, C., & Zhang, Y. (2016). The relationship between personality types and pro-social behavior and aggression in Chinese adolescents. *Personality and Individual Differences*, 95, 56-61. <https://doi.org/10.1016/j.paid.2016.02.002>.

Xinwen, B., Yiqun, Y., Haelei, L., Meiping, W., Wenxin, Z., & Kirby, D. D. (2018). Parenting style and parent-adolescent relationship: The mediating roles of behavioral autonomy and parental authority. *Frontiers in Psychology*, 9, 2187. <http://doi.org/10.3389/fpsyg.2018.02187>.