

THE INFLUENCE OF STRICT PARENTING PATTERNS ON THE DEVELOPMENT OF ATTITUDES AND CHARACTERS OF GRADE XII STUDENTS AT AL-AZHAR MEDAN'S LEADING HIGH SCHOOL

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Abstract

This study aims to analyze the influence of parenting patterns on the development of attitudes and characters of grade XII students at Al-Azhar Medan's Leading High School. Using a quantitative method with a survey approach, this study involved 133 students as a sample. Data were collected through a Likert scale questionnaire to measure parenting patterns and the development of students' attitudes and characters. The analysis technique used was simple linear regression analysis to test the relationship between parental education level and student attitude development, as well as descriptive analysis to describe sample characteristics. The results of the study showed that the level of parental education had a positive influence on the development of student attitudes, with parents who had higher education (S1 and S2) showing a more significant influence. This finding confirms the important role of parental education in shaping positive student attitudes and character, which in turn can influence student achievement and quality of education at school.

Keywords : *Parenting Pattern, Parental Education, Student Attitude, Student Character, Linear Regression, Al-Azhar Medan Senior High School*

Introduction

Parents have a very large role in shaping students' personalities and attitudes, especially during the critical development stage of adolescence. At this stage, children not only develop social skills, but also develop their identity and prepare to face the challenges of adult life. One of the factors that influences this development is parental education. There are various parenting models that can influence a child's growth and development, including authoritarian, permissive, and authoritarian parenting models. This study focuses on the influence of authoritarian education on the development of students' attitudes and personalities, especially at Al-Azhar Middle School, Medan. Authoritarian parenting is characterized by strict control and little freedom over children, often resulting in children who are more anxious, less self-confident, and have limited social skills.

According to Baumrind (2013), this type of education ignores children's emotions and enforces strict discipline and obedience without giving them the opportunity to develop freedom of thought and expression to contribute to independent decision-making. A study conducted by McCovey and Martin (1983) also found that children raised in authoritarian environments are more likely to have social problems. In contrast, an authoritarian parenting style with a more balanced relationship between control and freedom is associated with more positive personality, including greater self-confidence and the ability to adapt to social environments and manage emotions related to development (Baumrind, 2013). This shows

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that differences in parenting styles have a significant impact on the development of children's personality and attitudes, which ultimately influences the way they interact with others, including their parents, in the school environment. Al-Azhar Middle School Medan was chosen as the location for this research because this school has a high reputation in the quality of education and character development of its students. In this context, this study aims to investigate how parents' authoritarian parenting style influences their attitudes and personalities in the classroom. This study is very important because this school also focuses on developing student character as part of its educational program.

LITERATURE REVIEW

Parenting Patterns and Their Impact on Child Development

Parenting patterns are one of the factors that greatly influence the formation of children's attitudes and personalities. In her theory of developmental psychology, Diana Baumrind identified three main types of parenting styles that influence child development: authoritarian, permissive, and authoritative. Authoritarian parenting is often carried out by parents with very high expectations, thus providing little space for children to express themselves and often having a negative impact on children's psychological development. Children who grow up in such an environment tend to have high levels of anxiety, lack self-confidence, and have difficulty controlling their emotions.

Baumrind explains that authoritarian parenting can reduce children's autonomy and limit their opportunities to develop healthy social skills (Baumrind, 1966). In contrast, authoritative parenting styles that balance demands and support are often associated with more positive development, including improved social skills and increased self-esteem (Steinberg, 2001). Maccoby and Martin's (1983) research extended this perspective by emphasizing the importance of open communication between parents and children as a key element in authoritative parenting. This creates healthier relationships and allows children to grow in an environment that supports their emotional and social development.

Parenting Patterns and Children's Personality Development

The development of a child's personality is greatly influenced by the way parents educate and set an example. According to Erik Erikson, each stage of a child's development is marked by specific tasks related to identity and moral formation (Erikson, 1963). During adolescence, which usually occurs between the ages of 12 and 18, children experience an "identity crisis" when they begin to question who they are and what their values are. Supportive and open parenting allows children to explore different identities and values without fear of rejection or punishment. However, children who are raised in an authoritarian parenting style often have difficulty building their own identity. This is because they tend to accept their parents' values and decisions without going through a process of free exploration. Bandura (1977) in his social learning theory emphasized that children learn social and moral behavior through observation and imitation of adults, especially their parents. Therefore, parenting that is too strict or too permissive can have a negative impact on the development of a child's personality, because the child is not given the opportunity to independently understand and internalize values.

Parenting patterns and social behavior at school

The influence of parental behavior in raising children is not only felt at home but also in the school environment. Children who are raised with an authoritarian parenting style often have difficulty in interacting socially with both peers and teachers. Because they are unable to handle their emotions in a healthy way, they may exhibit aggressive behavior or withdraw from social interactions (Rosenberg & McCullough, 1981). This can affect children's attitudes and personalities at school, such as following educational values and

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actively participating in school activities. A study by Dornbusch et al. (1987) showed that more open and communicative education tends to result in better school performance for children. These children become better at collaborating with peers, managing academic stress, and participating in extracurricular activities that can develop social skills. On the other hand, parenting that is too strict or too permissive can leave children feeling isolated or unprepared for the social challenges of school.

RESEARCH METHODS

This study uses a quantitative approach with a survey design to analyze the impact of strict education on the development of attitudes and personalities of grade XII students of SMA Al Azhar Medan. The study population was 199 students and the sample was 133 students using a simple random sampling technique. Data were collected using a two-part questionnaire. The first measures parental parenting behavior using a Likert scale, and the second measures students' attitudes and personality development. The analysis technique used is simple linear regression analysis to test the effect of parental education on the development of students' attitudes and personalities using descriptive analysis to describe the characteristics of the sample.

RESULTS AND DISCUSSION

RESULTS

1. Sample Characteristics Based on Gender

Gender	Number of Students	Percentage (%)
Man	58	43.61
Woman	75	56.39
Total	133	100

Table 1: Sample Characteristics by Gender

Interpretation :

Based on Table 1, it can be seen that the majority of students in the sample are female, with a percentage of 56.39%, while males are only 43.61%. This gender distribution reflects the general characteristics of the high school population, which may have more female students than male students.

2. Parental Education Level

Parent Education	Number of Parents	Percentage (%)
S1 (Bachelor)	119	89.47
S2 (Masters)	14	10.53
Total	133	100

Table 2: Parents' Education Level

Interpretation :

Table 2 shows that almost all students' parents (89.47%) have at least a bachelor's degree, which indicates that parents in this sample tend to have a good educational background. This is important because parental education is often related to their parenting patterns and their ability to support their children's educational development.

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DISCUSSION

The Influence of Parenting Patterns on the Development of Students' Attitudes and Personalities

The results of the simple linear regression analysis show a significant influence between parenting patterns and the development of students' attitudes and personalities. Parenting patterns implemented by parents with higher education (Bachelor's and Master's degrees) have a positive influence on students' attitudes and character.

Regression Analysis:

In the regression analysis, it was found that **the R² value of 0.642** indicated that 64.2% of the variation in the development of students' attitudes and personalities could be explained by parenting patterns. This figure shows a significant influence of parenting patterns on students' personal development, which means that parenting patterns play an important role in shaping students' character and attitudes.

3. Simple Linear Regression Results

Independent Variables	Coefficient	t-Statistics	Significance (p-value)
Parenting Patterns	0.63	9.78	0.000
R²	0.642		

Table 3: Simple Linear Regression Results

Interpretation :

- The coefficient value of 0.63 indicates a strong positive relationship between parenting patterns and the development of students' attitudes and personalities. In other words , the better the parenting pattern applied, the more positive the development of students' attitudes and personalities.
- Significance (p-value = 0.000) indicates that this relationship is highly statistically significant, meaning that this result did not occur by chance.

Influence of Gender and Parental Education Level:

- In this analysis, it was found that **the gender of students** did not show significant differences in the influence of parenting patterns on the development of students' attitudes and personalities. Although the majority of respondents were female, the influence of parenting patterns on student development was the same for both male and female students.
- **Parental education** is a very important factor. With almost 90% of parents having a bachelor's or master's degree, more educated parenting patterns tend to be more structured and supportive of students' character development. This can be seen from the results showing that better parenting patterns (related to parents' education level) have a positive impact on students' personal development.

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4. The Relationship Between Parental Education and the Development of Students' Attitudes and Personalities



Graph 1: Relationship between Parental Education and the Development of Students' Attitudes and Personalities

Interpretation :

This graph shows that students who have parents with higher levels of education tend to have better attitudes and personalities, which is consistent with the theory that parental education is related to more effective parenting patterns.

Implications of Research Findings:

These results show that the parenting patterns of educated parents make a significant contribution to the development of students' attitudes and personalities. For this reason, it is important for educational institutions and related parties to provide training to parents to strengthen their understanding of the importance of parenting patterns in supporting children's character development. Improving the quality of education of parents, especially those with low education, can have a positive impact on the overall development of students. In addition, the results of this study can also provide a basis for the development of school programs that prioritize school-parent cooperation to improve the quality of parenting patterns that support student character development.

CONCLUSION

This study shows that parenting style plays an important role in the development of attitudes and personalities of class XII students of Al Azhar High School, Medan. The results of the linear regression analysis showed that there was a significant positive relationship between the level of parental education and the development of student attitudes, with parents who had a bachelor's or master's degree having a more positive attitude towards their children and tending to support the development of students' attitudes. The sample distribution was dominated by female students, thus indicating that female students may be more influenced by parental discipline than male students. These results highlight the importance of collaboration between parents and schools in implementing educational patterns that support student character development. Therefore, higher education of parents can contribute to the development of better personality and attitudes of students, which can ultimately improve the overall quality of education.

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