

# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

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## Abstract

Self Control of students today are often problematic in carrying out learning. Self control is certainly influenced by many factors. This study aims to analyze and determine the relationship between democratic parenting patterns and religiosity on self control. This study is included in quantitative research that is associative causal. The sample of this study was 106 students spread across SMA MAN 1 Medan. The research data were collected using a research scale that was declared valid and reliable. The data analysis technique used multiple linear regression analysis. The results of the study showed that (1) There is a relationship between democratic parenting patterns and self-control  $4.150 > t$  table 1.98 and the Sig. value is 0.000, which is  $<$  significance level 0.05, then Based on the research results, it can be concluded means that the level of democratic parenting patterns is high and low having children can increase or decrease self-control. (2) there is a relationship between religiosity and self-control. From the results of the statistical analysis, it was found that the correlation coefficient  $r_{xy}$  was 0.572 with  $p < 0.05$ , thus it can be concluded that the amount of religiosity received by children will be able to increase or decrease self-control. (3) There is a relationship between democratic parenting patterns and religiosity with self-control. From the results of statistical analysis, it was found that the regression coefficient value of the Democratic Parenting Pattern variable (X1) is 0.439, which is positive. This means that Democratic Parenting Pattern (X1) has a positive effect on Self Control (Y). It is known that the  $t$  statistic or  $t$  count of Democratic Parenting Pattern (X1) is  $4.150 > t$  table 1.98 and the Sig. value is 0.000, which is  $< 0.05$  significance level. Thus, it can be concluded that democratic parenting patterns and religiosity together have an effect on self control, the contribution of both in increasing children's (students') self control is 36.8% while the remaining 63.2% can be explained by other variables outside the variables proposed in the study. Democratic Parenting Pattern (X1), Religiosity (X2) are able to influence Self Control (Y) by 36.8%, the remaining  $100\% - 36.8\% = 63.2\%$  is explained by other variables or factors.

**Keywords:** *Democratic Parenting, Religiosity, Self Control.*

## INTRODUCTION

High school age children including Madrasah Aliyah children are in the category of teenagers. Adolescence is a transition period from children to adulthood. Transition does not mean being cut off or changing from the previous one but rather developing towards the next stage. Adolescence is a time when adolescent feelings are more sensitive, thus giving rise to a soul that is sensitive and sensitive to themselves and their environment. Adolescents become individuals who care very much about themselves so that they do not like things that interfere with their identity as teenagers. Adolescents often lose self-control when maintaining their identity as teenagers. School is a means of education and where students spend their teenage years which plays an important role in shaping behavior. Students at this age are very vulnerable to deviant behavior such as committing violations at school. The phenomenon that often occurs in schools is the large number of students involved in crime and disobeying school rules such as bullying, smoking, truancy, brawls and disobeying school rules. Education plays a very important role in the progress of a nation, because with good education it will produce good people too.

## RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan et al

Education is a process of helping individuals both physically and spiritually towards the formation of quality personalities. Generally, many students do not care about themselves and are responsible for their studies so that many students lack self-control over their behavior. And in RI Law no. 20 of 2003, Chapter I article 1 reads:

"Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual strength, religiousness, self-control, personality, intelligence, noble morals, and the skills needed by themselves as a society, nation and state."

Teenagers who do not like to be disturbed in their identity, sometimes lose control in themselves so that they tend to follow the desires that arise in themselves. Teenagers basically prefer to be alone and close themselves off from family and the environment. The occurrence of fights or conflicts with other people is the impact of the inability of teenagers to control themselves. Every individual must have abilities in themselves, both physical and psychological abilities. One of the abilities possessed by every individual is the ability to control themselves (Self-control). Self Control is an ability that must be in every person, if an individual does not have the ability to control himself well, the individual will find it difficult to behave like a normal person in general. Because basically humans have strong urges in themselves to do or fulfill something they want, and if humans do not have the ability to control such urges, their lives will not run in balance. An individual with good Self Control will understand every consequence of the actions they take.

However, the current reality shows that psychological well-being has not been optimally achieved. The current condition has found various very serious behavioral deviations that will have an impact on student learning outcomes and achievements in the world of education. Lately, news presented by both print and electronic media has not been free from discussing the lives of teenagers who are increasingly uncontrolled and developing into problematic behavior. Some problematic behaviors carried out by teenagers such as brawls between students, smoking, drinking alcohol, illegal drugs, promiscuity, low interest in learning and so on. When an individual applies Self Control, he will go through the process of thinking and feeling before finally acting. Self Control is an important ability that must be possessed by an individual. A person with good Self Control, he will obey the rules and will postpone the desire to fulfill his satisfaction. According to Gottfredson and Hirschi (in Aroma and Sumsinar, 2012) also explained that: Individuals who have low Self Control tend to behave impulsively, prefer to postpone tasks, are selfish, like to take risks and easily lose control of their emotions because they are easily frustrated. A person with these characteristics will likely be involved in criminal and deviant acts compared to those who have a high level of Self Control.

So it can be concluded that Self Control is an ability possessed by individuals to control or control themselves, both in terms of their behavior, thoughts and the selection of decisions that will be taken by the individual. Contains the meaning, namely, making considerations first before deciding something to act. The higher Self Control, the more intense the control over behavior. According to Ghufroon and Risnawita, (2014) Self Control is an ability possessed by individuals and is formed from several factors that influence it. In general, the factors that influence Self Control consist of internal factors and external factors. The factors that influence individual Self Control consist of internal factors, namely a person's age and psychological maturity, and external factors, namely family parenting patterns, knowledge and religious values. Ideally, someone with high Self Control will act according to the rules in their environment.

However, in reality, there are still many phenomena that indicate that Self Control currently tends to be low. In recent years, there have been cases related to teenagers who have low Self Control. For example, Friday (8/2/2019) Tembalang Police officers arrested 19 school-age teenagers as members of the 69 gang. Of the dozens of teenagers, 7 young men were named as suspects and charged with assault and threatened with 5 years in prison (Galuh Gambarata, Tembalang. Liputan 6.com). Then Tuesday (21/1/2020) the police arrested Muhammad Rifki alias Joni (19), a perpetrator who slashed a vocational school student in South Jakarta. The police said the perpetrator was upset with the victim due to a conflict between schools (Farih Maulana Sidik, Jakarta. DetikNews). The results of a preliminary study conducted by Permono (2014) explained that the higher the level of Self Control, the lower the delinquent behavior, conversely the lower the level of Self Control, the higher the delinquent behavior. The Self Control variable in this study obtained data analysis results showing that Self Control in the subjects was classified as high with an empirical average (RE) of 70.55 and a hypothetical average (RH)

## **RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN**

Ridha Rahma Nisa Hasibuan *et al*

of 60. The details of the categorization were 0 subjects (0%) in the very low category, there were 9 subjects (10.8%) in the low category, 11 subjects (13.2%) in the medium category, there were 50 subjects (60.3%) in the high category, and 13 subjects (15.7%) in the very high category. Many cases of adolescent behavioral deviations are caused by poor parent-child relationships. It is explained that problems in the relationship between children and parents are indeed the main psychosocial reason for indications of deviations committed by adolescents (Jensen in Sarlito, SW: 2011). Moreover, many criminal acts that occur are carried out by adolescents who are raised with authoritarian parenting patterns or parents who always give physical punishment or treat children harshly, so that their children are born with uncontrolled emotions.

One of the factors that influence Self Control is the parenting factor. Hurlock (Ghufron & Risnawati, 2014) stated that Self Control is not formed directly, but through a developmental stage that is influenced by several factors, namely internal factors consisting of age and maturity, while external factors are the environment, one of which is parenting patterns. Gottfredson & Hirschi (in Jo & Bouffard, 2014) explained that the main cause underlying children's deviant behavior is low Self Control and the result of inappropriate parenting patterns. The results of the study (Zulfikar, 2018) prove that the more positive parents are involved in their children's lives, such as building a good communication atmosphere and always giving control to children, the higher the child's Self Control capacity and vice versa. Family is the smallest unit in society but occupies the main and fundamental position. Family factors and parenting patterns have an important function for a teenager because it is the first environment for teenagers, where family and parenting patterns have an important role in the growth and development of the teenager's personality. The family also has an active role in providing support for family members, because the support given can affect how a person can live their life and has a good impact on the formation of positive Self Control, which can also form good self-confidence.

The parenting patterns that students receive from their parents at home cannot be separated from the potential impact on the learning process at school. According to Syamaun (2012), if parents are successful in educating and guiding their children at home, of course education at school will also be successful. He also explained that the treatment of parents in parenting has a great impact on children's behavior. The parenting applied by each parent will of course be clearly visible from how students behave and behave at school. Casmini (2007) argues that the most appropriate parenting pattern given to children is democratic parenting, where parents do not unilaterally determine based on their own will. On the other hand, parents also do not simply agree to every child's wishes, there is a negotiation between parents and children about what children can and cannot do so that children are able to control themselves to be able to reach the best agreement together. From this explanation, researchers focus more on this research on democratic parenting patterns. Another factor that influences self-control is knowledge and values of religious teachings. Smith (2003) argues that religious values can also influence self-control and internalization of moral values that will have an impact until adulthood. Belief in religious teachings and the practice of religious values in everyday life is called religiosity. Religiosity is not only related to the depth or sincerity in carrying out worship, but also related to the practice of religious values in social life. Religiosity is the application of religious value practices in the community (French et al., 2008).

Religious teachings are one of the provisions of individuals in carrying out worldly life to achieve happiness in the afterlife. In this case, the religious teachings referred to are the same as religiosity. Research conducted by French et al. (2008) on the role of religion, competence and social adjustment in Indonesian Muslim adolescents, the results of the study were that religiosity in adolescents has a relationship with peer group status, academic achievement, emotional regulation, prosocial behavior, antisocial behavior or problems. Ancok (2011) stated that religiosity is a religious term applied in all human life, whether it is related to ritual behavior of worship or other activities in life that are colored by religious nuances. Not only related to activities that are visible to the eye, but also activities that are invisible and only occur in a person's heart. People who have high religiosity will evaluate their lives through a religious scheme and practice their religious teachings in everyday life. Religious implications in education are the instillation of religious values and the development of religious potential intended to shape students into students who believe and fear Allah SWT and have noble morals in order to achieve happiness. Noble morals include ethics, character, and morals as a form of religious education in schools. The improvement of religious values that are included in intra, extra, and habituation activities ultimately aims to optimize the various potentials possessed by students and their actualization reflects the dignity

# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan *et al*

and honor as creatures of Allah SWT. Religiousness is one of the factors for student success in the world of education, improving good morals, responsibility, honesty, creativity, ethics, discipline, as stated in the goals of national education, so that learning can provide success, satisfaction and happiness in learning. The concept of school religious achievement influences the formation of children who are healthy and prosperous, independent and have life goals in accordance with the norms of religious rules that have been guided by them. In education, students' religious values can improve their knowledge, understanding and skills in the learning process because they are embedded in an attitude of responsibility in carrying out their duties, being diligent, honest and trustworthy in their actions, obeying the rules and regulations at school, and encouraging themselves to achieve success. in learning.

Departing from the design of the involvement between the development of self-control and religious values, researchers have conducted observations at one of the schools in Medan city, namely at Madrasah Aliyah Negeri 1 Medan, the phenomenon that researchers found through interviews with a teacher, namely Mrs. Dra. Zaidar Fitriana (Tuesday, November 22, 2022) it is known that students of MAN 1 Medan still lack good self-control. This is explained by the ongoing symptoms of negative behavior shown by students, including in terms of behavior control, they are generally good students but there are still mistakes, such as breaking rules, getting involved in fights between students and still wanting to get involved in teasing between friends, there are still students who behave impolitely and talk to teachers and fellow students. In terms of cognitive control, the negative behavior shown by students is the lack of understanding of other people's circumstances, lack of mature thinking before taking action, and being quick/easily angry when there is a misunderstanding.

In terms of decision control, there are still students who do not have a view of their future or ideals that are not consistent. I don't even know yet what major I will take at university level after this. Meanwhile, the researcher also received information that the school had prepared programs that instilled quite high religious values by adding a higher number of religious lesson hours than the curriculum system set by the government. In addition, the school had also designed activities aimed at increasing student religiosity such as reading the Qur'an 30 minutes before KBM (teaching and learning activities), praying in congregation, checking daily prayer worship, reciting Asmaul Husna every blessed Friday, collecting misfortune money, practical worship exams, memorizing Juz 30 as a graduation requirement. Based on this, the aim of this study is to find out:

1. The relationship between democratic parenting patterns and self-control at MAN 1 Medan.
2. The relationship between religiosity and self-control at MAN 1 Medan.
3. The relationship between democratic parenting patterns and religiosity with self-control at MAN 1 Medan.

## METHOD

The type of research uses a survey approach, identification of research variables consists of vdependent variable is Self Control (Y) while the independent variables are Democratic Parenting Pattern (X1) and Religiosity (X2). operational definition of research variables, research subjects, data collection methods, validity and reliability of measuring instruments, and data analysis methods. Population is the total number consisting of objects or subjects that have certain characteristics and qualities determined by the researcher to be studied and then conclusions drawn (Sugiyono, 2017). In this study, a sample of 106 was taken based on the purposive sampling technique. The data collection method was obtained through a scale instrument. According to Azwar (2015), a psychological scale is a measuring instrument that measures aspects or attributes of psychological samples through behavioral indicators translated into question items or statements. The data needed in this study were obtained through three types of scale instruments, namely the Self Control scale, Democratic Parenting Patterns, and Religiosity.

## Basic Assumption Test Results

### 1. Normality Test

#### 1.1.1. Validity Test Results

The validity test of the self-control measuring instrument was conducted on 53 students. The results of the 83 statement items compiled, there were 83 valid items. The valid items have a coefficient that moves above 0.3 with a value of  $r_{bt} = 0.701$  to  $r_{bt} = 0.908$ . The results of the trial validity of the democratic parenting measurement tool were conducted on 53 students. The results of the 38 statement items compiled, there were 38 valid items. The valid items have coefficients



# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan et al

that move from  $r_{bt} = 0.407$  to  $r_{bt} = 0.950$ . The results of the validity test of the religiosity measuring instrument were conducted on 53 students. The results of the 50 statement items compiled, there were 50 valid items. The valid items have coefficients that move from  $r_{bt} = 0.704$  to  $r_{bt} = 0.908$ .

## 1.1.2. Reliability Test Results

After the validity test, the next step is to analyze the reliability of the Cronbach Alpha formula. In this study, the reliability test was carried out using the SPSS 20.0 for Windows program. After being analyzed, the research variables have a reliability level of Democratic Parenting Patterns of 0.989, religiosity of 0.989, self-control of 0.994. The following is a table of reliability test results

**Reliability Test Table**

Variables	Cronbach's Alpha	Results
Democratic Parenting Pattern (X1)	0.989	Reliable
Religiosity (X2)	0.989	Reliable
Self Control (Y)	0.994	Reliable

Based on the table above, it shows that the statement items used in the study are valid and convincing. So this scale can be trusted as a measuring tool for Democratic Parenting, Religiosity and Self-control.

## 1.1. Data Analysis and Research Results

The data analysis technique used in this study is the multiple linear regression analysis technique. This is done in accordance with the title of the study and the identification of its variables, namely democratic parenting (X1), religiosity (X2) towards self-control (Y). Before being analyzed using the multiple regression analysis technique, first conduct a normality and linearity assumption test.

### Normality Assumption Test

The normality test of the distribution was analyzed using the Kolmogorov-Smirnov technique. As a criterion if  $p \geq 0.05$  is declared normal (Azwar, 2018). The results of the data distribution test of the independent variables (democratic parenting patterns and religiosity on the dependent variable (Self Control) are known to be normally distributed. This is based on the Kolmogorov-Smirnov normality test coefficient. The following is a summary of the results of the normality test calculations.

**Table 4.3 Normality Test  
One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		106
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	17.53714061
Most Extreme Differences	Absolute	.108
	Positive	.108
	Negative	-.076
Kolmogorov-Smirnov Z		1.108
Asymp. Sig. (2-tailed)		.172

a. Test distribution is Normal.

b. Calculated from data.

# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan et al

Note that based on Table 4.3, the probability value or Asymp. Sig. (2-tailed) is 0.172. Because the probability value, which is 0.172, is greater than the significance level, which is 0.05. This means that the data is normally distributed.pp

## Multicollinearity Assumption Test

To check whether multicollinearity occurs or not, it can be seen from the variance inflation factor (VIF) value. A VIF value of more than 10 indicates that an independent variable has multicollinearity.

**Table 4.4 Multicollinearity Test**

Model	Collinearity Statistics	
	Tolerance	VIF
1 (Constant)		
Democratic Parenting Pattern (X1)	1,000	1,000
Religiosity (X2)	1,000	1,000

Note that based on Table 4.4, the VIF value of Democratic Parenting Pattern (X1) is 1,000 and the VIF value of Religiosity (X2) is 1,000. Since all VIF values are <10, it is concluded that there is no multicollinearity.

## Heteroscedasticity Test

The Glejser statistical test was chosen because it can guarantee the accuracy of the results compared to the plot graph test which can cause bias. The Glejser test is carried out by regressing the independent variable against its absolute residual value against the dependent variable (Ghozali, 2013). The criteria used to state whether or not heteroscedasticity occurs among the observation data can be explained using the significance coefficient. The significance coefficient must be compared with the previously set significance level (5%). If the significance coefficient is greater than the set significance level, it can be concluded that there is no heteroscedasticity (homoscedasticity). If the significance coefficient is smaller than the set significance level, it can be concluded that heteroscedasticity occurs.

**Heteroscedasticity Test Table with Glejser Test Coefficientsa**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	37,982	12.146		3.127	.002
Democratic Parenting Pattern (X1)	-.071	.058	-.119	-1.227	.223
Religiosity (X2)	-.109	.072	-.147	-1,523	.131

a. Dependent Variable: abs\_res

Based on the Table, the Sig. Glejser value of Democratic Parenting Pattern (X1) is 0.223 > 0.05 and the Sig. Glejser value of Religiosity (X2) is 0.131 > 0.05. It is known that all Sig. Glejser values of each independent variable of Democratic Parenting Pattern (X1) and Religiosity (X2) are above 0.05, so it is concluded that there is no heteroscedasticity.

## Multiple Linear Regression Analysis

The analysis method used in this study is by using multiple linear regression analysis. Multiple linear regression analysis is used when the number of independent variables is at least 2 independent variables. The use of multiple linear regression analysis is intended to determine the influence of

# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan et al

independent variables which are usually called on dependent variables which are usually called . Table 4.6 is the result of multiple linear regression analysis.XY

**Multiple Linear Regression Analysis Table**  
**Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	121,643	22,249		5,467	.000		
	Democratic Parenting Pattern (X1)	.439	.106	.357	4.150	.000	1,000	1,000
	Religiosity (X2)	.506	.131	.332	3.855	.000	1,000	1,000

a. Dependent Variable: Self Control (Y)

Based on Table 4.6, the multiple linear regression equation is obtained as follows.

$$Y = 121.643 + 0.439X1 + 0.506X2 + e$$

Based on this equation it can be interpreted as follows:

- ⇒ It is known that the constant value is 121.643. This value can be interpreted that if Democratic Parenting Pattern (X1), Religiosity (X2) do not affect the dependent variable Self Control (Y), then the value of the dependent variable Self Control (Y) is 121.643.
- ⇒ It is known that the regression coefficient value of the Democratic Parenting Pattern variable (X1) is 0.439, which is positive. This means that when Democratic Parenting Pattern (X1) increases by 1 unit, Self Control (Y) tends to increase by 0.439.
- ⇒ It is known that the regression coefficient value of the Religiosity variable (X2) is 0.506, which is positive. This means that when Religiosity (X2) increases by 1 unit, Self Control (Y) tends to increase by 0.506.

## Hypothesis Testing

### Simultaneous Significance Test (F Test)

The F test aims to test the influence of independent variables together or simultaneously on the dependent variable Self Control (Y).

**Simultaneous Effect Test Table with TestF**  
**ANOVA**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	9986.029	2	4993.014	15,926	.000a
	Residual	32292.887	103	313,523		
	Total	42278.915	105			

a. Predictors: (Constant), Religiosity (X2), Democratic Parenting Pattern (X1)

b. Dependent Variable: Self Control (Y)

Based on the table, it is known that the calculated F value is 15.926 and the Sig. value is 0.000. It is known that the calculated F value is  $15.926 > F \text{ table } 3.084$  and the Sig. value is  $0.000 < 0.05$ , then Democratic Parenting Pattern (X1), Religiosity (X2) together or simultaneously have a significant effect on Self Control (Y).

# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan et al

## Partial Significance Test (t-Test)

The t-statistic test is used to determine the level of significance of the influence of each independent variable on the dependent variable. Table presents the regression coefficient values, as well as the t-statistic values for partial influence testing.

**Partial Effect Significance Test Table (Test)t Coefficientsa**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	121,643	22,249		5,467	.000		
	Democratic Parenting Pattern (X1)	.439	.106	.357	4.150	.000	1,000	1,000
	Religiosity (X2)	.506	.131	.332	3.855	.000	1,000	1,000

a. Dependent Variable: Self Control (Y)

Based on the results of the t-test in the table, the following results were obtained:

- ⇒ It is known that the regression coefficient value of the Democratic Parenting Pattern variable (X1) is 0.439, which is positive. This means that Democratic Parenting Pattern (X1) has a positive effect on Self Control (Y). It is known that the t statistic or t count of Democratic Parenting Pattern (X1) is 4.150 > t table 1.98 and the Sig. value is 0.000, which is <0.05 significance level, then Democratic Parenting Pattern (X1) has a significant effect on Self Control (Y). So it is concluded that Democratic Parenting Pattern (X1) has a positive and significant effect on Self Control (Y).
- ⇒ It is known that the regression coefficient value of the Religiosity variable (X2) is 0.506, which is positive. This means that Religiosity (X2) has a positive effect on Self Control (Y). It is known that the t statistic or t count of Religiosity (X2) is 3.855 > t table 1.98 and the Sig. value is 0.000, which is <0.05 significance level, then Religiosity (X2) has a significant effect on Self Control (Y). So it is concluded that Religiosity (X2) has a positive and significant effect on Self Control (Y).

## Determination Coefficient Analysis

The coefficient of determination ( $R^2$ ) is a value (proportion value) that measures the extent of the ability of the independent variables used in the regression equation to explain the variation in the dependent variable.

**Determination Coefficient Table Model Summaryb**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.486a	.236	.221	17.70659	1,971

a. Predictors: (Constant), Religiosity (X2), Democratic Parenting Pattern (X1)

b. Dependent Variable: Self Control (Y)

Based on the table above, it is known that the coefficient of determination (R-Square) is 0.368. This value can be interpreted that the Democratic Parenting Pattern (X1), Religiosity (X2) variables are able to influence Self Control (Y) by 36.8%, the remaining 100% - 36.8% = 63.2% is explained by other variables or factors.



# RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan et al

## 1.1.1.1 Results of Calculation of Hypothetical Mean and Empirical Mean

**Table 1. Descriptive Statistics based on Empirical**

Variable	Minimum	Maximum	Mean	Std. Deviation
Democratic Parenting Pattern (X1)	62	148	113.41	16.33
Religiosity (X2)	91	176	141.36	13.15
Self Control (Y)	139	282	243.03	20.07

Based on Table 1:

- ⇒ The minimum value of Democratic Parenting Pattern (X1) is 62, with a maximum value of 148. The average of Democratic Parenting Pattern (X1) is 113.41, with a standard deviation of 16.33.
- ⇒ The minimum value of Religiosity (X2) is 91, with a maximum value of 176. The average of Religiosity (X2) is 141.36, with a standard deviation of 13.15.
- ⇒ The minimum value of Self Control (Y) is 139, with a maximum value of 282. The average of Self Control (Y) is 243.03, with a standard deviation of 20.07.

**Table 2. Descriptive Statistics based on Hypotheses**

Variables	Minimum	Maximum	Mean	Std. Deviation
Democratic Parenting Pattern (X1)	38	152	95	19
Religiosity (X2)	50	200	125	25
Self Control (Y)	83	332	207.5	41.5

Based on Table 2:

- ⇒ The minimum value of Democratic Parenting Pattern (X1) is 38, with a maximum value of 152. The average of Democratic Parenting Pattern (X1) is 95, with a standard deviation of 19.
- ⇒ The minimum value of Religiosity (X2) is 50, with a maximum value of 200. The average of Religiosity (X2) is 125, with a standard deviation of 25.
- ⇒ The minimum value of Self Control (Y) is 83, with a maximum value of 332. The average of Self Control (Y) is 207.5, with a standard deviation of 41.5.

**Table 3. Categorization based on Democratic Parenting Patterns (X1)**

Democratic Parenting Pattern (X1)	Frequency	Percentage
Low: $X < 97.08$	11	10.38
Medium: $97.08 \leq X \leq 129.74$	78	73.58
Height: $X > 129.74$	17	16.04
Amount	106	100.00

Based on Table 3, the majority of respondents are in the moderate category, namely 78 (73.58%).

**Table 4. Categorization based on Religiosity (X2)**

Religiosity (X2)	Frequency	Percentage
Low: $X < 128.20$	10	9.43
Medium: $128.20 \leq X \leq 154.51$	83	78.30
Height: $X > 154.51$	13	12.26
Amount	106	100.00

Based on Table 4, the majority of respondents are in the moderate category, namely 83 (78.30%).

**Table 5. Categorization based on Self Control (Y)**

Self Control (Y)	Frequency	Percentage
Low: $X < 222.96$	9	8.49
Medium: $222.96 \leq X \leq 263.09$	79	74.53
Height: $X > 263.09$	18	16.98
Amount	106	100.00

Based on Table 5, the majority of respondents are in the moderate category, namely 79 (74.53%).

## RESULTS AND DISCUSSION

### The Influence of Democratic Parenting on Self Control

Based on the calculation results above, in line with the opinion put forward by Wahyuning, Jash & Rachmadiana (2003:) that democratic parenting tends to create children who have strong self-control and self-confidence, are independent, relate well to peers, are able to deal with stress, are interested in new things or situations, are cooperative with adults, are obedient, compliant and achievement-oriented. Democratic parenting has a positive relationship in forming students' self-control. Authoritative parents try to form children's behavior that is energetic and friendly with the characteristics of being independent, having high energy, being able to control themselves, being cheerful, friendly, easy to cooperate with others, and having the ability to face and overcome stress (Susanto, 2015). Research findings conducted by Kimberly (2007) also found that democratic parenting style produces a number of positive developments in children. Parenting style that includes parental monitoring and supervision encourages children to reduce activities and involvement in delinquent acts and risky behavior. Giving responsibility from democratic parents makes children accustomed to being given responsibility by their parents so that when making decisions they always consider any behavior that can harm themselves and others. Therefore, children who have an authoritative parenting style are able to avoid being involved in delinquency and behave according to the rules.

Baedowi (2012) explained that democratic parents are the driving force for children's development in a positive direction where children tend to always be confident, able to control themselves, always happy, able to work together, and be friendly with everyone. Positive child development is also supported through awards given by parents. Giving awards motivates children to behave well. Understanding the importance of obeying the rules creates better self-control and responsibility in children. This opinion is supported by Habibi (2015) who emphasized that one of the impacts of implementing an authoritative parenting pattern is encouraging children to have self-control and self-confidence. In addition, the results of this study support previous research conducted by Puspita (2013) which stated that among the three parental treatments, either through authoritarian, permissive, and authoritative (democratic) parenting patterns, the one that has the greatest contribution to student self-control is democratic parenting patterns. This means that democratic parenting patterns have a positive relationship with student self-control. The higher the tendency of parents to apply authoritative parenting patterns, the stronger the level of student self-control. The findings obtained from this study indicate that there is a positive and significant relationship between democratic parenting patterns and self-control of students at Madrasah Aliyah Negeri 01 Medan.

### The Influence of Religiosity on Self Control

This study aims to see how students' religiosity affects self-control. Based on the results of the study, it is known that the level of religiosity of most students is in the very high category. This shows that the research subjects have faith in Allah, carry out obligatory worship, have good knowledge of Islam and apply religious values in everyday life. While in the self-control variable, the categorization results show that the research subjects tend to have moderate to high levels of self-control. This shows that students of MAN 1 Medan are quite self-disciplined, can act wisely, practice healthy habits, and refrain from actions that will harm themselves and are quite reliable in completing schoolwork. In the study of Oliva et al., (2019) stated that adolescence shows the lowest self-control scores compared to adulthood, due to hormonal changes and brain changes that occur after puberty, as well as disruption of the balance between brain circuits that trigger impulses and try to control them. This results in changes and neural development in the structure of brain function, and causes adolescent self-control to be

unstable. Grade X students who are the youngest students at the Madrasah Aliyah education level are still under strong parental supervision and have a fairly good level of obedience to teachers and school regulations. Meanwhile, grade XI students have begun to get to know various associations that allow peers to influence the level of student religiosity. This is supported by the opinion of French *et al* (2014), in their research it is explained that peer religiosity can influence the level of adolescent religiosity. The results of the difference test show that there are differences in self-control in terms of majors. From the average value (mean IPS < mean MIA), it can be seen that the self-control of students majoring in MIA is higher than that of students majoring in IPS. This is the same as the results of research found by Fauzia (2016) which revealed that students majoring in Natural Sciences (IPA) have higher self-control than students majoring in Social Sciences (IPS).

Kadri (2019) in his research stated that adolescents who have high religiosity tend to have high self-control and this can reduce the possibility of externalization of behavior in Muslim adolescents. Externalizing behaviors in question include aggression, drug abuse, risky sexual behavior, violations of rules and others. Worship practices in Islam such as prayer, fasting, dhikr are activities that remind a servant of Allah SWT. The practice of worship makes individuals obey God and try to avoid sinful acts. The commands given by Allah SWT are a way to control oneself from bad deeds, such as holding back anger, lowering one's voice when speaking, lowering one's gaze, and refraining from saying bad words. Religious practices related to MAN 1 Medan students are included in the age of adolescence, where aspects of self-control and religiosity are still in the development stage and are not yet stable. Adolescents have not been able to maintain a behavior consistently. Jalaluddin (2016) explained that during adolescence feelings of doubt and hesitation in religion will arise so that they will be prone to conflict in themselves. Therefore, schools have a role in the development of adolescent souls to control emotions and control behavior based on norms and rules set by religion. Various factors that influence self-control in MAN 1 Rokan Hulu students, such as religiosity, age, peers, environment and others. MAN students who are still at the stage of physical, psychological and religious development that is not yet stable, need reinforcement from various parties, both schools and families so that the development of religiosity and self-control in students can develop properly.

### **The Influence of Democratic Parenting and Religiosity on Self Regulated Learning**

Democratic parenting has a positive relationship in shaping students' self-control. Authoritative parents try to shape children's behavior that is energetic and friendly with characteristics of independence, high energy, self-control, cheerful, friendly, easy to cooperate with others, and has the ability to face and overcome stress (Susanto, 2015). Research findings conducted by Kimberly (2007) also found that democratic parenting style produces a number of positive developments in children. Parenting style that includes parental monitoring and supervision encourages children to reduce activities and involvement in delinquent acts and risky behavior. Giving responsibility from democratic parents makes children accustomed to being given responsibility by their parents so that when making decisions they always consider every behavior that can harm themselves and others.

Therefore, children who have an authoritative parenting style are able to avoid being involved in delinquency and behave according to the rules. Baedowi (2012) explains that democratic parents are the driving force for children's development in a positive direction where children tend to always be confident, able to control themselves, always happy, able to work together, and be friendly with everyone. Positive child development is also supported through awards given by parents. Giving awards motivates children to behave well. In addition, Kadri (2019) in his research stated that adolescents who have high religiosity tend to have high self-control and this can reduce the possibility of externalization of behavior in Muslim adolescents. Externalizing behaviors in question include aggression, drug abuse, risky sexual behavior, violations of rules and others. Worship practices in Islam such as prayer, fasting, dhikr are activities that remind a servant of Allah SWT. The practice of worship makes individuals obey God and try to avoid sinful acts. The commands given by Allah SWT are a way to control oneself from bad deeds, such as holding back anger, lowering one's voice when speaking, lowering one's gaze, and refraining from saying bad words. Religious practices related to MAN 1 Medan students are included in the age of adolescence, where aspects of self-control and religiosity are still in the development stage and are not yet stable. Adolescents have not been able to maintain a behavior consistently. Jalaluddin (2016) explained that during adolescence, feelings of doubt and hesitation in religion will arise so that they will be prone to conflict in themselves. Therefore, schools have a role in the development of adolescent souls

## RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN

Ridha Rahma Nisa Hasibuan *et al*

to control emotions and control behavior based on norms and rules set by religion. Various factors that influence self-control in MAN 1 Rokan Hulu students, such as religiosity, age, peers, environment and others. MAN students who are still at the stage of physical, psychological and religious development that is not yet stable, need reinforcement from various parties, both schools and families so that the development of religiosity and self-control in students can develop properly.

### Research limitations

This research has been carried out with standard scientific procedures, then received guidance from experts who are considered competent. However, in its implementation, the researcher realized that this research is not free from limitations. Here are some limitations of the research that the researcher will describe:

1. The variables studied in this study as independent variables are only two variables, of course there are still many other variables that can be studied that are related to self-control so that by studying several variables that have not been studied in this study, it can further strengthen the understanding of practitioners in the field of education.
2. This research was only conducted in one school MAN 1 Medan, of course it cannot guarantee self-control on a national scale, because each school certainly has different self-control in learning, school culture or climate and school facilities. Therefore, it is necessary to conduct more in-depth research with a wider reach.
3. The researcher's experience, which is still relatively minimal, certainly does not escape various errors in terms of data collection, data analysis, discussion, and drawing conclusions in this research.

### CONCLUSION

Based on the research findings, analysis and hypothesis testing, several conclusions can be drawn as follows:

1. There is a significant positive relationship between democratic parenting patterns and self-control of MAN 1 Medan students. The higher the democratic parenting pattern, the higher the self-control. Conversely, the lower the efficacy, the lower the self-regulated learning.
2. The existence of positive and significant relationship between religiosity and self-control of MAN 1 Medan students. The higher the religiosity received, the higher the self-control. Conversely, the lower the religiosity, the lower the self-control.
3. The influence of democratic parenting patterns and democratic parenting patterns towards self-control of students at MAN 1 Medan, It can be concluded that democratic parenting and religiosity together influence self-control.

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**RELATIONSHIP BETWEEN DEMOCRATIC PARENTING PATTERNS AND RELIGIOSITY WITH SELF CONTROL OF MADRASAH ALIYAH STUDENTS STATE (MAN) 1 MEDAN**

Ridha Rahma Nisa Hasibuan **et al**

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