

## THE EFFECT OF AUTHORITATIVE PARENTING ON SELF DIRECTION SKILLS IN PRIMARY SCHOOL STUDENTS

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### Abstract

The efforts to develop self direction skills are not only driven by learning program implemented by school. This study aims to determine the effect of authoritative parenting on self direction skills in primary school students. This study used the *ex post facto* method with a correlation research design. The sample technique is purposive sampling through observation, interviews and questionnaires. Therefore, the importance of the role of parents through the application of proper parenting, so that students can develop self direction skills. The total of samples in this study were 50 parents and 25 children. The selection of this sample is based on the results of observations and interviews that refer to parents who apply authoritative parenting and children who are given this treatment. The data analysis techniques use validity test on parenting experts, reliability test, normality test, linearity test, correlation test, regression test and termination test. The results of the study obtained a Sig value of  $0,000 < 0,05$  and the coefficient of determination test obtained a value of 0,900. This is consistent with the purpose of this study, that there is a positive influence between authoritative parenting on self direction skills by 90%.

**Keywords:** authoritative parenting; primary school students; self direction skills

### Abstrak

Upaya pengembangan keterampilan *self direction* tidak hanya didorong oleh program pembelajaran yang dilaksanakan oleh sekolah. Oleh karena itu, pentingnya peran orang tua melalui penerapan pola asuh yang tepat, agar peserta didik dapat mengembangkan keterampilan *self direction*. Penelitian ini bertujuan untuk mengetahui pengaruh pola asuh *authoritative parenting* terhadap keterampilan *self direction* pada siswa sekolah dasar. Penelitian ini menggunakan metode *ex post facto* dengan desain penelitian korelasi. Teknik pengambilan sampel *purposive sampling* melalui observasi, wawancara dan angket. Jumlah sampel dalam penelitian ini yaitu 50 orang tua dan 25 anak. Pemilihan sampel ini didasarkan pada hasil observasi dan wawancara yang merujuk pada orang tua yang menerapkan pola asuh *authoritative parenting* serta anak yang di beri perlakuan tersebut. Teknik analisa data menggunakan uji validitas kepada ahli parenting, uji reliabilitas, uji normalitas, uji linieritas, uji korelasi, uji regresi dan uji determinasi. Hasil penelitian memperoleh nilai Sig  $0,000 < 0,05$  dan uji koefisien determinasi memperoleh nilai 0,900. Hal tersebut sesuai dengan tujuan penelitian bahwa terdapat pengaruh yang positif antara pola asuh *authoritative parenting* terhadap keterampilan *self direction* sebesar 90%.

**Kata Kunci:** keterampilan *self direction*; pola asuh *authoritative*; siswa sekolah dasar.

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### Introduction

Educating a child is an obligation for parents. Educating is a process of guiding children towards more complex stages of development according to their age range (Uzun, Karaca, and Metin 2021). In this process parents must ensure that children are able to go through each stage of the learning process properly. The development of a child is strongly influenced by social environmental factors, especially the family environment (Vona and Aviory 2020). The family environment provides guidance according to the type of parenting

given by parents. Therefore, the choice of parenting style is adjusted to the characteristics of the child. Automatically the chosen parenting style will encourage children to have good development (Yan et al. 2021). Given that parents play a full role in the development of their children, it becomes an obligation for parents to create harmonious relationships. A harmonious relationship between parents and children will form mental readiness to face challenges in the smart society 5.0 era (Ernar et al. 2021).

In the era of smart society 5.0, children are required to have a productive, creative personality, be able to interact and adapt, manage themselves and empower themselves in their lives (Yurtseven, Baysal, and Ocak 2021). The personality refers to the self-direction skill. Self-direction skills are skills that aim to make children have self-confidence, responsibility, creativity, productivity and good self-control (Er, Artut, and Bal 2022). In addition, this skill encourages children to be independent and make their own decisions. One of the parenting styles for children aged 7-12 years that is in accordance with the conditions of smart society 5.0 and able to encourage self-direction skills is authoritative parenting (Tam, Chu, and Tsang 2023). Authoritative parenting is a parenting style that gives freedom to children to develop skills such as self-control, self-confidence, responsibility, thereby encouraging children to have high productive abilities (Lin, Liao, and Li 2022). Authoritative parenting style shows the role of parents as a control system to encourage self-direction skills that help children make decisions. This parenting style provides clear and firm directions for children, but is flexible and provides warmth in the relationship between parents and children (Li and Xie 2017).

This parenting style provides a good perspective for parents not only to hand over all authority to children, but parents continue to supervise their development (Seo et al. 2021). The advantages of authoritative parenting, including; (1) respecting the child's interests and decisions, (2) giving sincere love and affection to the child, (3) being firm on the rules that have been made together, (4) appreciating and praising the good behaviour that has been done by children (Banna 2023). These advantages show that parents respect and give freedom to children to design and make their own decisions. When children grow up, they are used to dealing with problems that occur in their lives (Warren, Locklear, and Watson 2018). This gives children the opportunity to learn to be responsible and careful in their behaviour. This parenting style gives positive energy to children because they are always appreciated for every effort, decision and good behaviour they have done (Agbaria 2022). This will make the child feel comfortable and not depend on attention from other people, because the child feels that the attention of the parents is sufficient (Pinquart 2017).

Authoritative parenting is the most ideal parenting style because it provides opportunities for children and parents to make agreements and learn well (Xia, Hackett, and Webster 2020). Many studies related to authoritative parenting have been carried out but have different characteristics and influences. This is in terms of the age of the child and the level of education carried out. The state of the art carried out by (Ratna Prihatin 2023) entitled "The Influence of Authoritative Parenting on the Independence of Children Aged 4-6 Years. The findings from this study state that authoritative parenting has an influence of 45.4% on early childhood behaviour, especially in the aspect of independence. The following is the state of art in this study.

**Table 1. State Of Art In This Study**

No	Title, Author, Year, Method	Research content	Relevance	Difference with this study
1	The effect of authoritative parenting on the independence of children aged 4-6 years.  Ratna Prihatin, 2023.  Quantitative methods	This study explains that one of the relevant parenting style is applied to early childhood, namely authoritative parenting. This parenting style provide comfort for children in expressing opinions and creating agreements with parents. Research shows that the implementation of this parenting style has an influence of 45,4% on early childhood behaviour, especially in the aspect of independence.	This article has relevance to this research because both of them focus on authoritative parenting.	This research has several differences, including; 1. Implementation of authoritative parenting at primary school level. 2. Self direction skills.

After explaining the state of the art, research shows a novelty that is influenced by authoritative parenting, namely self direction at primary school. This study states a hypothesis that through self direction skills, students are more confident and able to direct themselves in a better direction. Such as being able to make their own decisions and being able present their work in front of the class. This research seeks to present data and research results that have never been carried out before, so that the novelty of the research results can be used as a reference for research that will be carried out in the future.

Based on the result of interviews conducted with parents and studntes at Sumberjo 3 Public Primary School, Malo District, Bojonegoro Regency, there are twi phenomena which are related to the parenting style given to children. Both of these phenomena refer to the application of authoritative parenting and permissive parenting. Both parenting styles create a diversity of behavior in children, among them; (1) there are children who are disciplined in making assignments and carrying out the learning process, but there are also children who are not disciplined, (2) there are children who are independent in carrying out the assignment, but there are also those who are always assisted by their parents, (3) there are children who have

good self direction, for example; always take the initiative to read learning books before carrying out the learning process, some even do not open the books, 4) there are children who are confident when presenting, but there are also children who are shy, (5) there are children who have responsibilities, but there are children who do not want to carry out their responsibilities, (6) there are children who are brave and firm in making learning decisions, but there are children who do not dare to make decisions because they are not confident.

Based on the diversity of behaviour possessed by these children, this research seeks to find to effect of appling authoritative parenting to children's behaviour. This study aims to determine how much influence authoritative parenting has on self direction skills that encourage children's readiness to face challenges in the era of smart society 5.0

### Research Methods

This study used the ex post facto method with a correlation research design. Ex post facto research is research on variables which the events have occurred before this research was carried out (John W. Creswell 2012). This research was conducted at Sumberjo 3 Public Primary School, Malo District, Bojonegoro Regency from October to December 2022. This sampling technique is purposive sampling by collecting data using observation, interviews and questionnaires. The population in this study were 100 parents and 60 children. The total of samples in this study were 50 parents and 25 children. The selection of the sample is based on the results of observations and interviews that refer to parents who apply authoritative parenting and children who tent to have independent behavior and have self direction skills.

This instrument used in this research is a questionnaire. The first questionnaire is about authoritative parenting. The first questionnaire is about authoritative parenting. This aims to find out the opinion of parents about the parenting style that is applied.

**Table 2.** Authoritative Parenting Questionnaire Aspects And Indicator

Aspect	Indicator
Demanding and responsiveness	Guidance from parents about the rules that are enforced and mutually agreed upon
	Providing facilities from parents
	Guidance from parents about learning rules and activities carried out by children

The second questionnaire is about self direction skills. It aims to find out students' opinions about these skills in everyday life. The questionnaire will show the effect of authoritative parenting in developing self direction akills as a novelty in this study.

**Table 3.** Self Direction Questionnaire Aspects And Indicator

Aspect	Indicator
Metacognitive	Children do study planning Children control their own learning process

	Children set their own learning patterns
Physical and social environmental management	Children are able to create a good physical environment
	Children are able to create a good social environment
Time management	Children are able to make study schedules independently
	Children use time effectively
Effort manajement	Children have a strong motivation to learn
	Children are able to evaluate themselves

The results of distributing questionnaires were calculated using a likert scale. The questionnaire distributed uses a closed questionnaire type and includes answer choices, so that respondents only have to choose it. Each question will be given 4 answer options, with highest score being 4 and the lowest score being 1. Includes strongly agree, quite agree, disagree, strongly disagree and each questionnaire has 27 questions. Both questionnaires were tested for validity to parenting experts. After that, carry out reliability test, normality test, linearity test, correlation test, regression test and dtermination test.

**Results and Discussion**

The results of this research refer to, including; (1) validity test, (2) reliability test, (3) normality test, (4) linearity test, (5) correlation test, (6) regression test, (7) determination test using SPSS 26. The following are the results of various tests, including;

The first test that was carried out the validity test of the authoritative parenting questionnaire, the result was presentation;

**Table 4.** The Results Of The Validity Test Of The Authoritative Parenting Questionnaire

Aspect	Result
Earned amount	92
Total number	108
Average	3,40
Percentage	85,18%
Criteria	Very valid

Based on the table presented, it can be shown that the average score obtained is 3,40 which reflects a percentage of 85,18%. Based on this percentage, it can be interpreted that the authoritative parenting questionnaire component is very valid and feasible to implement. Furthermore, tested the validity of the self direction questionnaire, the result was presentation;

**Table 5.** The Results Of The Validity Test Of The Self Direction Questionnaire

Aspect	Result
Earned amount	94

Total number	108
Average	3,48
Percentage	87,03%
Criteria	Very valid

Based on the table presented, it can be shown that the average score obtained is 3,48 which reflects a percentage of 87,03%. Based on this percentage, it can be interpreted that the self direction questionnaire component is very valid and feasible to implement. Furthermore, the reliability test.

The second test carried out is the reliability test, the the result was presentation;

**Table 6.** Reliability Statistics Variable X

Cronbach's Alpha	N of Items
,973	10

**Table 7.** Reliability Statistics Variable Y

Cronbach's Alpha	N of Items
,974	10

Based on the results of the SPSS 26 output obtained, it states that all Cronbach's Alpha values > the reliability test is 0,60. Variable X : 0,973 > 0,60 and Variable Y: 0,974 > 0,60. This value states that variable indicators are said to be reliable and consistent in measuring variables. Furthermore, the normality test.

The third test carried out is the normality test. The data normality test is a test conducted to find out the distribution of data in a variable, whether the variable is normality distributed or not. Decision making on the normality test states that if the Sig value > 0,05 then the distribution is normal, but if the Sig value < 0,05 then distribution is not normal. The normality test result can be seen in Table 1.7.

**Table 8.** The Normality Test Result

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		25
Normal Parameters <sup>a,b</sup>	Mean	,0000000
	Std. Deviation	,03225548
Most Extreme Differences	Absolute	,179
	Positive	,179
	Negative	-,154
Test Statistic		,179
Asymp. Sig. (2-tailed)		,038 <sup>c</sup>
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the result of the normality test stating that the Sig value is 0,38 > 0,05, it is concluded that the residual values are normality distributed. It is known that the data has been declared normally distributed. Furthermore, the linearity test.

The forth test carried out is the linearity test. The linearity test was carried out to find out whether the two research variables were linear or not. Linearity testing was conducted to determine the relationship between authoritative parenting and self direction skills. Decision making on the linearity test, if the p value > 0,05 then there is a relationship, but if the p value < 0,05 then there is No. relationship in distribution. The linearity test result can be seen in Table 1.8

**Table 9.** The Linearity Test Result

		Correlations		
kat_authoritative			Authoritative Parenting	Self Direction
1,00	Authoritative Parenting	Pearson Correlation	1	,529
		Sig. (2-tailed)		,094
		N	11	11
	Self Direction	Pearson Correlation	,529	1
		Sig. (2-tailed)	,094	
		N	11	11
2,00	Authoritative Parenting	Pearson Correlation	1	,965**
		Sig. (2-tailed)		,000
		N	14	14
	Self Direction	Pearson Correlation	,965**	1
		Sig. (2-tailed)	,000	
		N	14	14

\*\* . Correlation is significant at the 0.01 level (2-tailed).

The output is classified based on the authoritative parenting group (kat\_authoritative). Authoritative kat\_1 (low group), authoritative parenting has a significant positive correlation with performance (p<0,05) with r = 0,529. Whereas in authoritative kat\_2 (high group), authoritative has a significantly positive correlation with performance (p.0,05) also with a value of r= 0,965. Based on these results, stated that there is a relationship between authoritative parenting and self direction skills. In the classification of low and high levels of authoritative parenting, the higher the authoritative parenting style given to the more self direction are develop. Then a simple correlation test was carried out to see the relationship between the two variables.

The fifth test that was carried out was a simple correlation test. In this study, a simple correlation test was carried out to measure the strength of the relationship between the two variables and find out the form of the relationship between the two which is quantitative, namely the authoritative parenting variable (X) and self direction variable (Y). The simple correlation test decision making is if the value of Sig. (2-tailed) > 0,05, the relationship between variables is not significant, but if Sig. (2-tailed) < 0,05, so there is a significant relationship between variables. The partial correlation test result can be seen in Table 1.9

**Table 10.** The Correlations Test Result

		Correlations		
			Authoritative Parenting	Self Direction
Authoritative Parenting	Pearson Correlation	1	,951**	
	Sig. (2-tailed)		,000	
	N	25	25	
Self Direction	Pearson Correlation	,951**	1	
	Sig. (2-tailed)	,000		
	N	25	25	

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the output Table 9, it can be seen that the significant value (2-tailed) is  $0,000 < 0,05$ , so there is a positive and significant relationship between authoritative parenting and self direction skills. If the authoritative parenting style given is high, the the child's self direction skill will be higher. Then a simple linear regression test was carried out to determine the effect of several variables X dan Y.

The sixth test carried out was a simple linear regression test. The simple linear regression test in this study aims to determine the effect of the independent variable (authoritative parenting) on the dependent variable (self direction skills). The decision is made if the Sig value  $> 0,05$  then there is an influence of the X variable on Y, but if the Sig value  $< 0,05$  then there is no effect on the X variable on Y. The results of a simple linear regression test can be seen in Table 10.

**Table 11.** Simple Linier Regression Test

Model		Coefficients <sup>a</sup>		Standardized Coefficients Beta	t	Sig.
		Unstandardized Coefficients B	Std. Error			
1	(Constant)	-69,465	11,333		-6,130	,000
	Authoritative Parenting	1,640	,111	,951	14,755	,000

a. Dependent Variable: Self Direction

It is known that the Sig value has the effect of the X variable on the Y variable of  $0,000 < 0,05$  and the value, it can be concluded that there is an effect between the X variable on the Y variable. Furthermore, the coefficient of determination test was carried out to measure how far the influence of variable X on variable Y.

The seventh test carried out is the test of the coefficient of determination. The coefficient of determination test is carried out to measure how far the authoritative parenting variable (X) influence the self direction variable (Y). The result of the test for the coefficient of determination can be seen in Table 11.

**Table 12.** The Determination Coefficient Test Result

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,951 <sup>a</sup>	,904	,900	2,989

a. Predictors: (Constant), Authoritative Parenting

Based on the output of table 10, it can be seen that the Adjusted R Square (coefficient of determination) is  $0,900$ , which means that the effect of the authoritative parenting (X) variable on the self direction skills (Y) variable is  $0,900$ . Based on the test of the coefficient of determination, it can be concluded that the effect of authoritative parenting on self direction skills is 90%.

Authoritative parenting is a parenting style that gives freedom to children to develop skills such as self direction skills, confidence, responsibility, thereby encouraging children to have high productive abilities (Vučković, Ručević, and Ajduković 2021). This shows that, (1) the application of authoritative parenting provides an opportunity for children to create rules that are agreed upon with parents, (2) children are given the opportunity to carry out activities independently such as doing assignments, selecting and determining subjects according to talents and interests, extracurriculars, even majors, (3) parents provide facilities to meet the needs of children, (4) parents provide facilities that support the needs and activities of children, (5) parents provide guidance on activities carried out by children (Tamba 2022). This refers to



the indicators presented in the authoritative parenting questionnaire. The suitability of the questionnaire addressed to people reflects that parents give freedom to children but do not force children to standard rules (Sumejra, Burcu, and Metin 2021). This develops children's initiative abilities so that self direction skills can be honed properly.

Meanwhile, self direction skill is a skill that fosters and develops self confidence, independence, responsibility, creativity, productivity and good self control for children (Lin, Liao, and Li 2022). This shows that, (1) children are able to plan, monitoring and manage their own learning patterns, (2) children are able to create a good learning process and social environment, (3) children are able to make study schedules and evaluate learning outcomes well, (4) children are able to make decisions in choosing subjects according to their interests and talents, extracurriculars and even majors independently (Özdil and Duran 2023). This refers to the indicators presented in the self direction questionnaire. The suitability of the questionnaire addressed to students reflects that children are able to develop a high sense of initiative towards themselves and are able to make choices in their lives. This greatly affects the developments of self directions skills in children.

The above statement is proven through research conducted with 50 respondents who are parents of students who apply authoritative parenting and students who study at Sumberjo 3 Public Primary School, Malo district, Bojonegoro Regency. The following is an explanation of each indikator, including; (1) directions from parents about the rules that are made mutually agreed upon. This indicators refers to the actions of parents and children together to make agreements regarding rules and punishments both at home and school, parents also provide logical reasons about the rules that are made and children are given the opportunity to express their opinions, (2) provision of facilities from parents. This indicators refers to the fulfillment of children's needs by parents such as financial, (3) guidance from parents about the rules of learning and activities carried out by children. This indikator refers to giving appreciation for the activities carried out by children. Parents provide opportunities for children to make decisions related to the selection of subjects, extracurricular and major. It is intended that children have self direction skills, so that they are able to interact, speak in public, develop a sense of initiative and carry out their obligations.

Furthermore, it was followed by distributing self direction skills (Y) questionnaires to 25 students at Sumberjo 3 Public Primary School, Malo district, Bojonegoro Regency. The following is an explanation of each indikator, including; (1) The child creates a study plan. This indikator refers to children which having awareness of carrying out the learning process, knowing learning goals and setting learning targets and besides that children take the initiative to read material before the learning process begins, (2) children control their own learning process. This indikator refers to children who are trying to improve learning outcomes and identify learning problem they are experiencing and they trying to change their learning techniques, (3) children set their own learning patterns. This indikator refers to children being to make markers and small notes to make it easier for them to understand the material, (4) children are able to create a good physical environment. This indikator refers to children who are able to choose and maintain a comfortable learning environment, (5) children are able to create a good social environment. This indikator refers to children who have the confidence to form study groups and ask their parents of siblings if they have learning difficulties.

Furthermore, (6) children are able to arrange study schedules independently. This indicators refers to children managing their study schedules and activities carried out every day, (7) children use time effectively. This indikator refers to children who are able to be disciplined in carrying out learning activities and make good use of free time, besides that

children are able to complete school assignments and detail, (8) children have a strong motivation to learn. This indikator refers to children who do not give up easily and believe in their own ability to solve problem. Children are able to control themselves well and seek a lot of information as a source of learning, (9) children are able to evaluate themselves. This indikator refers to children who are able to see their deficiencies in the learning process and to increase their enthusiasm for learning.

The finding of this study state that the authoritative parenting style implemented by students' parents at Sumberjo 3 Public Primary School, Malo district, Bojonegoro Regency. This means that parents have provided and implemented parenting style that hone and develop self direction skills in children. This means that parents have provided and implemented parenting styles that train and develop self direction skills in children. This is seen from the results of the simple correlation test which shows that the Sig value is  $0.000 < 0.05$ . Based on the output, the correlation coefficient (R Square) is 0,900 which states that there is an influence of the independent variable, namely authoritative parenting on the dependent variabel namely self direction skills of 90%. The results of this study are strenghened by a simple linear regression test. Thes test results state that the Sig value is  $0.000 < 0.05$  which states that there is a positive influence between authoritative parenting style on self direction skills.

Things that researchers can do after carrying out this resesarch, including; (1) provide advice to school pricipals and educators to provide insight and knowledge to parents of students on the importance of implementing authoritative parenting to improve children's self direction skills, (2) explain the importance of self direction skills for a child to have to their parents, (3) provide personal information to the sorrounding society about the importance of applying authoritative parenting to improve children's self direction skills, (4) giving the motivation to the students to develop self direction skills.

## **Conclusion**

This study describes a novelty that authoritative parenting implemented at tha primary school level has a very significant good influence on the development of self direction skills. This novelty certainly refers to the results of research that show a variety of positive influences, including; (1) creating a good and harmonious relathionship between parents and children, (2) giving freedom to children to make decisions but still involve the opinion of parents, (3) children are able to develop self direction skills, it is seen that children become more productive, diligent, independent, and responsible independently. This novelty must of course be disseminated as an effort to provide knowledge, point of view and insight to parents that the importance of good parenting and in accordance with the characteristics of the child will provide opportunities for children to develop various skills. Submission of this importance information can be done through workshops, seminars or personal assistance.

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