

Research Article

# The impact of the influence of parents' authoritarian parenting on children's social behavior at school

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## ABSTRACT

This study aims to determine the impact caused by the factors causing the influence of parents' authoritarian parenting on children's social behavior. The method used is descriptive qualitative research with a phenomenological approach with the understanding that this research to describe the phenomenon of deviant behavior of students to the surrounding conditions. The object in this study numbered one grade 10 MIPA student at MA Plus Nurul Islam Sekarbela who showed behavior that deviated from the school rules. The results showed that students who have an authoritarian parenting background have too active characteristics when they are in school. After going through the assistance process it is found that there is a change for a better direction, although not yet optimal. This can be seen from the student's behavior when participating in learning in the classroom or when outside the classroom.

**Keywords:** authoritarian parenting; deviant behavior; impact on learning;

## 1. INTRODUCTION

The family is as a core group, because the family is the first educational community in nature. The family becomes the earliest place or learning that will be received by the child. In the family the child will get a variety of basic learning that will later shape the child's character in the future (Rizaldi, et al. 2021). A harmonious and loving family will shape the character of a good child, and will help children in forming a good mental, emotional and social child as well. Each family member has their respective roles in the house. Children who get intact affection will tend to be more understanding and will be loving as what he gets at home (Kusumawati, 2020). Vice versa, children who lack the attention of their parents will tend to seek attention outside of their family environment.

The family is of course not only as a child's medium to gain love, but also as a child's medium in getting education so that children are able to adapt and socialize well. The family is also tasked with educating children's character and ethics in socializing. Parents not only play a role in meeting the needs of children economically, but also must guarantee the personality of a good child in the eyes of parents, families, and also in the eyes of the community (Santika, 2020). This of course is inseparable from various kinds of parenting, one of which is an authoritarian parenting. According to Dariyono (2011) that authoritarian parenting is a central which means all the words and the will of parents become a benchmark (rules) that must be obeyed by children (in Taib, et al. 2020). Authoritarian parenting requires children to always follow the rules that have been made by parents. Parents continuously encourage children to match the wishes of parents, without communicating with children about what they want. Not infrequently some parents commit some violence and give strong punishment to children with the intention of the child will become more obedient. This authoritarian parenting is very much experienced by children, one of them is the 10<sup>th</sup> grade student at MA Plus Nurul Islam Sekarbela.

With a family background that tends to be less harmonious, as well as the upbringing of parents who are so hard to make children act tend to rebel and lack of respect around (Pertiwi & Lestari, 2021). Children will also grow into who lack confidence because the response given by parents tends to be low (Kurniawati, et al. 2017; Wulandari, et al., 2019). That of course will have an impact on learning activities and socialization of children in schools (Satria, 2021). Most of the children who experience violence and excessive demands at home, will imitate the actions of their parents and apply them in the school environment and the environment outside of school.

Based on the results of observations during the researcher teaching in class 10 Mathematics and Natural Sciences there is a student who behaves more prominently than other friends in the class. Not only based on direct observations, based on the data obtained through the monitoring of his classmates and also the teachers who teach in their class, the results obtained are the same. One of the 10<sup>th</sup> grade students of Mathematics and Natural Sciences who experienced an authoritarian parenting with a less harmonious family background, had a negative impact on the surroundings. Based on these problems, this study aims to find out what are the negative impacts of the authoritarian parenting applied by parents on one of the 10<sup>th</sup> grade students of MIPA in MA Plus Nurul Islam Sekarbela.

## 2. METHOD

The research method used is qualitative research with descriptive methods. Qualitative methods are social research whose data is disclosed descriptively and more in depth, as well as the data used in the form of words and also images. This is in line with what was revealed by Bachri (2010) who said that the data collected in qualitative research was in the form of words, images and not numbers. Thus, this method is in accordance with the objectives of researchers who want to describe the situation of one of the students who experienced an authoritarian parenting of parents in the 10<sup>th</sup> grade Mathematics and Natural Sciences which had a negative impact on the surroundings more specifically, transparently and in depth.

The qualitative method used is included in the case study category, where for data collection using observation techniques, interviews, and also documentation conducted at MA Plus Nurul Islam Sekarbela. The stages of this case study research consist of the: 1). Analyze problems in learning, 2). Provide guidance including planning, implementation, 3). Analyze the results of handling cases, 4). Evaluated and give follow-up, 5). Concluded.

## 3. RESULTS AND DISCUSSION

In essence, parents play an important role in the process of growth and development of children. Benikan applied by parents, of course, will greatly affect how the quality of children in the future (Subagia, 2021). One of them is authoritarian education applied by parents to children. Parents' upbringing by excessive way of authoritarian or discipline is more vulnerable to making children experience depression (Syofiyanti, 2016). This is because children are required to do things perfectly and based on the will of parents, without regard to the comfort and ability of children. This of course will greatly affect the mental and personal quality of children who also affect the character of children in the school environment.

If in the home environment parents play an important role in educating children, then it is different if the child is in the school environment. While in the school environment the teacher as a teaching staff or educators play an important role in improving the quality of human resources (Amrulloh, 2016; Willis, 2003). The teacher does not only play an important role in improving the quality of human resources or increasing children's knowledge, the teacher also plays a role in training the character of children to become a manners, honest, kind, and obey the existing rules (Izza, et al. 2022). As educators also don't rule out the possibility of experiencing various obstacles both in the learning process and outside the learning process (Rizaldi, et al. 2021b). One of the problems encountered during the researcher when teaching is difficulty in adapting to students, as well as the difficulty of controlling the condition of the class to remain conducive. This less conducive class is influenced by several students who deliberately make a fuss in class so that it interferes with the learning process in the classroom. Not only making a fuss in class, this student also invites other students not to take lessons (skip), fight the teacher, and often not collect assignments.

Observation is an action which becomes the basis for carrying out activities or following up an existing problem (Komariah, 2009). This activity aims to obtain information and facts that exist related to the constraints experienced by educators in the learning process. In addition, this observation also aims to find out the factors that influence the object of research so that it behaves deviant when the teaching and learning process in the classroom. There are several observations made in the learning process including:

### 3.1 Learning Problems

In this case, there are two factors that become obstacles in the learning process, these factors are internal factors and external factors include:

#### a. Internal Factors

Internal factors are factors that come from within yourself. This factor can also hamper the learning process in schools. One of the internal factors originating from yourself is the lack of teaching readiness which includes the media, learning tools, as well as the lack of understanding of learning materials. In addition, lack of adaptation and can also hamper a good and comfortable learning process.

#### b. External Factors

External factors are factors originating from outside students. This factor can be influenced by several factors such as, family education, neighborhood, or even playmates.

Based on observations and research conducted on students of MA Plus Nurul Islam grade 10 Mathematics and Natural Sciences, there are some student behaviors that looks so prominent among others. There are students who are very prominent because they are so active in carrying out learning activities, and there are also students who appear to be prominent due to deviant behavior so that they have a negative impact in their class. As for the deviant actions taken by the student in the classroom is deliberately making a fuss, inviting his friends to skip classes, do not do assignments, fight the teacher, do not want to listen, sleep and eat in the classroom during the learning process, and deviant acts other. As for the deviant acts of the student while outside the classroom is unable to maintain manners, say harshly, and do not respect the teacher or other friends, act as if in power and demand other friends to want to follow whatever he ordered.

In addition to these deviant actions, the teacher also often experiences obstacles related to students who are late, or students who are still outside the classroom when the bell has rang. This is of course an obstacle in the teaching process because it will affect student assessment. All student deviations constraints are natural and often encountered by all educators. Deliness and deviations committed by students are also very commonly carried out by children their age. Based on the results of teaching practices carried out for the past few weeks, researchers get a lot of learning, not only from teachers in school, but also from students. Not infrequently when the learning process takes place students are still busy

with their respective activities, like there are some students who are still outside the classroom, there are students who are still absorbed in eating in the classroom, there are students who fall asleep in the back corner of the class, even there are students which openly shows that they do not want to follow learning. This is of course a challenge for researchers in mastering the class.

Several ways have been done by researchers during the teaching and learning process in the classroom to remain conducive, such as reprimanding students who make a fuss, asking the reasons for students who have not done assignments, giving tolerance to students who are late entering the classroom, trying to approach students, Learn casually, but still some students are increasingly difficult to set. For examples in the 10<sup>th</sup> class of Mathematics and Natural Sciences, several times the students who made the commotion in the class were reprimanded to be more calms so that they did not interfere with other friends. But instead of obeying the reprimand, the student was actually angry and against the teacher who reprimanded the student. The student is indeed so prominent among others because of his deviant behavior. From some of the information that researchers got from teachers, students' friends and other students, one of the 10<sup>th</sup> grade students of Mathematics and Natural Sciences was known to often make a commotion and fight the existing teachers. Some information that researchers can also do that this student comes from a family that is not intact (broken home) and education from a hard father, and a mother who does not give it attention. Hard education from parents, demanding that students become a hard person and dissident (Masa *et al.* 2020, Muttaqin & Sulisty, 2019). Not infrequently these students receive punishment in the form of physical violence committed by their parents. The student also got words that parents should not say to their children. With the condition of parents who are separated and busy working so that the student thinks that he lacks affection, it encourages the student's behavior to be looking for paying attention in the surrounding environment, one of them when he is in school.

### 3.2 Provide Guidance

As is well known, the teacher does not only act as a conveyer of learning material, but the teacher also plays a role in guiding students to become even better individuals (Rizaldi, *et al.*, 2021c). This guidance is of course with the hope that these students can become more understanding of manners and also have more respect for others. Some of the steps taken by researchers in carrying out guidance actions include:

#### a. Planning

There are some of the students characters that cannot be directly reprimanded, there are also some students who can be told through words in a smooth tone, but there are also some students who will actually obey if they are reprimanded firmly. The difference adjusts to the characteristics that exist in children. Like one of the 10<sup>th</sup> grades MIPA students who is the object of research, the student must be well informed and not use a high or firm tone. This has been proven by several other teachers that if the student is angry, he will increasingly make trouble and fight. Based on that information, in this planning section the researcher finally decided to provide non-formal guidance or outside of school hours. Before carrying out interviews with these students the researcher first prepared things that would later be asked of these students. The researcher also first made observations and tried to understand the condition of the student in view of the environmental conditions and the condition of the student's family.

#### b. Implementation

After planning the next researcher carry out the implementation of guidance. In this activity the researcher approached the student personally. When providing guidance researchers position themselves as a brother and at the same time a friend. After observing the characteristics of these students during learning activities, the researcher becomes a little more aware of how to provide guidance to such student characters. Guidance is given in the form of advice to respect and love yourself and others more. Researchers also provide enlightenment that what the student has been doing so far is the wrong thing. The researcher also provides guidance that the behavior that is carried out cannot make other people like and love the student, instead he will be increasingly shunned and disliked by other people. Not only providing guidance in the form of advice, the researcher also said or gave the student the opportunity to tell the problem to the researcher if the student felt lonely and sad.

### 3.3 Results of Handling Case Studies

Based on the results of several special guidance and approaches to students using case-solving methods that are appropriate to the existing problems, these guidance and approaches give quite good results on the child's character in behaving inside and outside the classroom. These good results can be seen from how the students participate in learning activities, no longer cause commotion in class, want to take part in learning well, can control emotions, are able to listen to and respect researchers who are teachers, and want to work together with other friends. in doing the task. When outside the classroom these students have also started to apply good etiquette, such as greetings, and no longer using harsh words.

### 3.4 Evaluation and Follow Up

After planning, implementing, and getting good results from case handling, the next activity is evaluating and following up. In the activity process, evaluation and follow-up are carried out separately. The researcher conducted an evaluation by looking directly at the student's character after the guidance activity and also the approach, then the researcher compared how the student's character was before carrying out the guidance. Furthermore, researchers carry out follow-up activities, this activity aims to handle cases well. This activity is a means for researchers to get help in the process of solving problems, as well as handling students who are difficult to approach. Researchers can not only consult with tutors, but can also with other teachers or even with the head of the madrasa.

As for other ways of carrying out observation activities and providing guidance if the student's deviant activities are already very difficult to control, then it can be done:

**a. Collaborate with teachers and other students before and during case handling activities**

Before carrying out case handling activities the researcher first conducted observations and interviews with other students related to these students. The student is one of the 10<sup>th</sup> grade MIPA students with the initials "MDNS". Observations made by researchers on other students by observing which students look close to "MDNS" which later researchers can ask for some information about "MDNS". In addition to approaching and observing the student's close friends, the researcher also asked about the student to several other teachers who also teach in class 10 MIPA, and interviewed the student's homeroom teacher. This is done with the aim of making it easier for researchers to examine the characteristics of these students. During the practice of handling this case, the researcher also consulted with the teacher regarding any obstacles experienced, both in the teaching and learning process activities and in handling the case.

**b. Obstacles in case handling**

- 1) Researchers are quite difficult to adapt and make an approach, both with problematic students and close friends of these students.
- 2) Sometimes when conducting interviews the student does not respond well to the researcher. These students tend to tell things outside of handling cases.
- 3) The student was a little introverted, so researchers had a little difficulty finding information.

**c. Problem solving solutions**

- 1) When the researcher has difficulty approaching, the researcher makes observations first with other students, regarding which of the student groups is easier to approach and can be cooperative.
- 2) The researcher let the students first tell what things they wanted to tell.
- 3) If there is some information that is not shared by the student, the researcher will ask the homeroom teacher or a close friend of the students.

## 4. CONCLUSION

The role of parents in educating children's character is very important. Children who are educated with coercion and violence (authoritarian) will actually create the character of disobedient children. Lack of attention from parents can also lead to attention-seeking behavior by deliberately causing problems. Teachers also play an important role in helping children improve self-quality and better child characteristics. We can handle cases like this by approaching the student, then finding out in advance the factors that cause the student to behave this way. Then if these factors are known, then we can provide guidance slowly according to the characteristics and background of the students. So, with the visible changes in student behavior in the learning process and student behavior outside the learning process, it can be concluded that the handling of these cases is enough to get satisfactory results. These satisfactory results are marked by students who have started to want to take lessons calmly, can work cooperatively with other friends, do not say harshly and fight when they are reprimanded, these are some of the improvements that are obtained from the results after carrying out guidance and approaches.

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## AUTHOR'S CONTRIBUTIONS

The author discussed the results and contributed to from the start to final manuscript.

## CONFLICT OF INTEREST

The author declare that he has no competing interests.

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