THE INFLUENCE OF WORKING PARENTS' PARENTING PATTERNS ON SELF-DISCLOSURE ON STUDENTS

Dita Lystia Chaerani[1], Herfiana Damayanti[2] & Dika Irawati[3]
email : dita.lystia2402@gmail.com[1], vinaristanu@gmail.com[2] & irawatidika27@gmail.com[3]
Faculty of Psychology
Program Study Masters of Psychology Profession
Persada Indonesia University Y.A.I. Street Jakarta **INDONESIA**

ABSTRACT

This study aims to determine the parenting styles of parents who work on self-disclosure in students. The approach used in this research is a quantitative approach. Data was collected through a questionnaire in the form of google form. A total of 143 students became respondents in this study. The measuring instruments used are the Scale of Parenting Style made by Abdul Gafoor and Abidha Kurukan to measure parenting styles and the Revised Self-disclosure Scale made by Wheeless and Grotz to measure self- disclosure. The result of this study is that there is no influence of working parents' parenting styles on student self-disclosure.

Keyword: Parenting Style, Self-Disclosure, Collage Students.

INTRODUCTION

Humans always experience growth and development in their lives, both physically, cognitively and psychologically. Human growth and development starts from babies, children, teenagers, adults, to the elderly. Every development has an important role in aspects of life, one of which is teenagers. In Indonesia, the age range for teenagers is 11 to 24 years (Sarwono, 2016). Adolescence is categorized into two, namely early adolescence and late adolescence.

Early adolescents have the same age range as middle school, while late adolescents are after 15 years of age (Santrock, 2017). In general, teenagers are at the high school or college level (Monks et.al., 2014). Nowadays, there are various problems faced by teenagers. The cause of this problem is that teenagers continue to experience the development of aspects of themselves, so that symptoms will appear to describe this development (Ali & Asrori, 2010). These symptoms include physical or physical aspects, intellectual aspects, emotional aspects, social aspects, language aspects, special talent aspects, and value, moral and attitude aspects (Ali & Asrori 2010). Aspects that occur in each teenager will be different from one to another. This is because humans are unique creatures, meaning they will definitely have different characteristics, including characteristics. For example, in the emotional aspect, one of the characteristics of teenagers is that some are shy or timid, but some are also brave. DeVito (2018) said that basically one of the greatest feelings of fear in humans is if they are not accepted by the environment for some reason, however, this can be overcome by building social relationships with the community. Self-adjustment is a form of social relationship experienced by every individual, for this reason humans, especially teenagers, are required to adjust themselves to their environment.

The family environment is the initial place for teenagers to carry out social relationships, especially self-adjustment. The family is the smallest unit of society, and is the first and main environment for children to develop themselves (Yusuf, 2016). For this reason, the role of the family is very important in shaping teenagers' personalities, so that later teenagers can develop their social relationships, including good adjustment to society. Every teenager definitely needs

self-adjustment, because by doing this they can open themselves to other people, communicate, grow their self-confidence and can build good social relationships with the community, this concept is called self-discosure (self-discosure) (Buhrmester & Prager, 2009). Self-disclosure is the disclosure of information about an individual regarding his or her personal problems to other people (Greene et.al., 2009). According to DeVito, (2018), self-disclosure is communication carried out consciously by telling other people information about themselves regarding thoughts and feelings that are usually hidden or kept secret. According to Ali and Asrori (2010), difficulties in expressing themselves with peers and parents are caused by the parenting style that children receive in the family environment. If parents provide a parenting style that takes full control in teenagers' lives, excessive fear will arise so that teenagers do not dare to take the initiative, do not dare to make decisions for themselves, and cannot find friends who are good for them (Ali & Asrori, 2010). Every parent has a different parenting style towards their child. Parenting is the way parents educate children by carrying out a series of active efforts such as paying attention, loving and working to meet the child's daily needs (Gunarsa, 2008). Baumrind (1991) divides parenting into four types, namely authoritarian, permissive, authoritative and neglectful parenting.

Parents who apply an authoritarian parenting style tend to monitor their children and have strict rules, so that children are not free to make their choices and must obey without arguing (Baumrind, 1991). Parents who apply an authoritative parenting style give their children the latitude and freedom to do what they want, but still supervise and limit and direct their children when they make mistakes (Baumrind, 1991). Permissive parents are the type who pamper children, they are very lenient with children so they allow children to do whatever they want (Baumrind, 1991). Meanwhile, parents who apply a neglectful parenting style are not involved in raising their children, they tend to ignore or reject them and do not provide support either materially or mentally to their children (Baumrind, 1991). If teenagers get the right parenting style according to their needs, then the teenager will have good emotional stability, but if teenagers do not get good parenting patterns and their needs are not met, then the teenager's emotional stability will be poor (Tidarsari et.al., 2017) .

Ramadhana's research (2018) shows that self-disclosure among teenagers with authoritarian parenting styles is moderate at SMAN Bandung. This is due to a lack of attention from parents and the absence of dyadic effects in the family (parents are not open to their children). According to research conducted by Purnamasari (2016), it shows that parenting patterns contribute to self-disclosure in adolescents by 11% and 89% are influenced by other factors. Research conducted by Pinakesti (2016) shows that as many as 95 psychology students at "X" University or as many as 38.30% have moderate self-disclosure. Other research conducted by Chalidaziah (2019) shows that self-disclosure among students at universities high X is still relatively low with a percentage of 53.28.

Parental parenting has an important role in adolescent development. If the care provided by parents is good, such as paying attention, loving them, giving them the opportunity to make their own choices but still being controlled and supervised and so on (depending on each teenager's perspective), then the growth and development of teenagers will also be good. However, if parents do not care for and educate teenagers optimally, then teenagers will fall into things that are not right. This is caused by a lack of parental attention and supervision which ultimately makes teenagers join peers who are not necessarily good for them. For example, teenagers can fall into drugs, promiscuity, alcohol and so on. Therefore, the role of parents is very important in supervising teenagers' interactions, especially if teenagers tend not to tell and express themselves about their problems to their families and in some cases if their

parents have jobs outside the home. According to a study conducted by Bowlby (1976), individuals whose childhood was abandoned by parents (especially mothers) will experience feelings of anxiety and loneliness. Apart from that, teenagers with working parents usually grow too fast and are accelerated by the responsibilities placed on them (Santrock, 2017).

Parents who work will have less intensity in communicating with teenagers. Parents spend about 8 hours working outside the home. In some cases, there are parents who are very busy and it is usually called Latchkey because when they leave the child is still sleeping and when they come home the child is already sleeping and the child is given a house key and takes it with him during activities, so the time to meet with the child is greatly reduced (Santrock, 2017). Conditions like this mean that teenagers rarely communicate with their parents and cannot tell their parents about their problems. However, this depends on the parenting style applied by the parents. There are teenagers whose parents both work, but when they come home they spend time with their children so that communication continues effectively and teenagers can still express themselves and tell their parents about their problems. However, there are also teenagers who cannot express themselves because they see the condition of their parents who are tired after work. This depends on how parents pay special attention to teenagers so that they can be supervised effectively.

Based on the explanation above, teenagers, in this case students, who cannot express themselves will have fatal consequences for themselves. This is because they tend to keep their problems hidden and do not want to reveal them to others, so they are vulnerable to depression and have the possibility of committing suicide. In this case, parents have a role in making teenagers open up to them in various ways. As much as possible, parents should be friends when telling stories to teenagers, because if teenagers tell stories to their peers it could have bad consequences. Based on the explanation above, there is previous research regarding parenting patterns with self-disclosure. However, there has not been much research regarding this and which parenting style is best for adolescent self-disclosure. For this reason, researchers will examine the types of parenting patterns that are predicted to influence self-disclosure in students.

RESEARCH METHODS
1. Types and Research Approaches
This research uses a quantitative approach with a survey method to find the influence between two variables. Quantitative research is also called positivist research, which emphasizes testing theory by measuring variables processed with numbers and analyzing data using statistics. This research is based on theory, then data processing and the final stage of acceptance or rejection of the theory used (Sugiarto, et.al., 2015).

2. Research Variables
Research variables are basically everything determined by the researcher to obtain information and learn about it and draw conclusions afterwards (Sugiyono, 2010). Variables are also attributes in certain scientific fields or activities that have variations. This means that between individuals, objects or activities have certain variations, so the results will be different from each other (Sugiyono, 2010). This variable is often also called stimulus, predictor, antecedent, cause, independent and free variable (Arikunto, 2006). This variable is a variable that influences or is the cause of the emergence of the dependent variable (Sugiyono, 2010). This research has an independent variable: parenting style. This variable is often called output, criterion, consequent, dependent, dependent and dependent variable. This variable is a variable that is influenced or is a result of the independent variable (Sugiyono, 2010). This

research has a dependent variable of self-disclosure.

3. Population and Sample

The population is the totality of research objects or subjects that have certain characteristic qualities that have been determined by the researcher to be studied and drawn conclusions (Sangadji & Sopiah, 2010). The population in this study were active students throughout Indonesia aged 17-23 years and who had both parents who worked. The sample is part of the number and characteristics of the population (Sangadji & Sopiah, 2010). The sample in this study has several requirements or criteria, namely active students in Jabodetabek who are aged 17-23 years and have both parents who work.

4. Data Collection Techniques

The data collection technique uses the questionnaire method or what is usually called the questionnaire technique. A questionnaire is a data collection technique by providing a list of questions to respondents, so that respondents can provide answers (Sangadji & Sopiah, 2010). Respondents can fill in anytime and anywhere because it is online. The questionnaire given to respondents was a questionnaire in the form of a Google Form (Gform), so that respondents did not meet directly with researchers due to the limited situation and circumstances currently experiencing COVID-19. At first, the researchers gave questionnaires personally (sent questionnaires to individuals), but because the increase in respondents was small, the researchers distributed them via social media.

5. Research Instruments

The measuring tool used in this research consists of two instruments, namely:
a. The parenting pattern variable uses the Scale of Parenting Style measuring instrument created by Abdul Gafoor and Abidha Kurukkan and refers to the theories of Baumrind and Maccoby & Martin. This instrument has two dimensions, namely responsiveness and demandingness.
b. The self-disclosure measuring tool uses an instrument from Wheeless & Grotz, namely the Revised Self-Disclosure Scale (RSDS) which has been adapted by Wilatikto. This instrument consists of five dimensions, namely Intended to disclose, Amount of disclosure, Positiveness-negativeness of disclosure, Depth-intimacy of disclosure, Honesty-accuracy of disclosure.

6. Data Analysis Techniques

The data analysis technique in this research is a simple regression test using the SPSS application.

RESEARCH RESULTS AND DISCUSSION

The subjects or respondents in this research were active students in the Jakarta, Bogor, Depok, Tangerang and Bekasi areas aged 17 to 23 years. Subjects must meet the research criteria set by the researchers, namely active students in the Jabodetabek area who are aged 17 to 23 years and have both parents who work. There were 148 respondents who filled out the researcher's questionnaire. The existence of outliers from the two variables reduced the number of respondents to 143. The categorization of self-disclosure scores was divided into 3, namely the low category, the medium category and the high category. Categorization is seen from the mean value in calculations or statistical data processing with the help of the SPSS application. Based on the results of self-disclosure categorization, it was found that 83 respondents (58.0%) had the medium category, 54 respondents (37.8%) had the high category, and 6 respondents (4.2%) had the low category. The distribution of the number of respondents based on the type

of parenting style is seen from the median of each dimension (responsiveness and demandingness). Based on the data obtained, it is known that the most common (majority) parenting styles are in the authoritative type with 58 respondents. Then, the neglect parenting style was 53 respondents. The authoritarian parenting style had 17 respondents and the permissive parenting style had 15 respondents.

All types of parenting patterns have a normal distribution with a significance value greater than α. Based on the results of the deviation from linearity analysis data, it was found that the p value for all types of parenting patterns was > = 0.05 so it could be concluded that all types of parenting patterns were linear with self-disclosure. The results of the correlation test of the four types of parenting styles with self-disclosure are that all types of parenting styles do not have a significant relationship with self-disclosure because the p value is > = 0.05. The results of the simple regression test showed that all types of parenting styles were not proven to have an influence on self-disclosure because the p value was > = 0.05 and the Fcount < Ftable.

This could happen because according to research results from Handayani (2017), the parenting style of working parents has no relationship with the child's growth and development, which in this case is self-disclosure. Apart from that, research conducted by Rosa (2019) showed that there was no relationship between authoritarian, authoritative parenting and neglect on adolescent self-disclosure. The quality of the relationship between parents and teenagers is also a factor in whether ho is accepted. If the quality of the relationship between parents and teenagers is good, then teenagers will open themselves up more to their parents. This is in line with the results of research from Azizah (2017) which states that positive relationships with parents can improve communication and interaction between children and parents and can increase self-disclosure. Apart from that, students have also developed their relationships with peers. There is a possibility that students reveal themselves more to their peers than to their parents. This is because teenagers spend more time with peers than with parents who are working. Then, the majority of respondents from previous research who had a relationship between parenting patterns and self-disclosure were early adolescents because one of the characteristics of early adolescents is that they lack emotional stability so they need self-disclosure to their parents, so research on parenting patterns and self-disclosure is more effective. carried out in early adolescence. The results of interviews conducted by researchers with 4 subjects from each type or type of parenting showed that only respondents with an authoritative parenting style told all their problems to their parents, especially mothers. Respondents with other types such as authoritarian, permissive and neglectful prefer to tell their friends or boyfriend rather than tell their parents, even respondents do not reveal it to other people or keep their secrets to themselves. Topics of conversation with parents are usually general, not personal. However, overall, communication between parents and teenagers is quite frequent to discuss daily activities.

Previous research states that there is a relationship or influence between parenting styles and self-disclosure, but the two variables contribute little, so it is possible that in the case of working parents and self-disclosure in late adolescence there is no influence. The majority of the respondents' parents are teachers, one of the most common types of work. This can influence research results, because one of the competency standards that a teacher must have is pedagogical competency. Pedagogy is the ability that a teacher must have in relation to the development of students' (in this case children's) characteristics in moral, emotional and intellectual aspects, so that this competence is automatically inherent in a teacher. So, in educating or implementing parenting patterns at home for children (in this case teenagers) cannot be separated from these competencies.

A limitation in this research is the small number of references that focus on discussing late adolescence. The majority of references obtained refer to teenagers in general. Therefore, getting specific references during late adolescent development is quite difficult. Then, researchers also experienced difficulties in collecting data because the increase in data distributed was very slow. Apart from that, almost half of the respondents who filled out the gform did not meet the criteria. So, researchers must choose which respondents are most appropriate to be used as research subjects. Apart from that, the number of respondents is relatively small so the number of subjects per parenting style is also not the same.

CONCLUSION

Based on the results of the analysis that has been carried out, it can be concluded that the parenting style of working parents does not have a significant influence on self-disclosure in students. Authoritarian parenting is not proven to have a significant influence on self-disclosure. Apart from that, permissive parenting also does not have a significant effect on self-disclosure. Then authoritative parenting does not have a significant influence on self-disclosure because ho is accepted and ha is rejected. The results of the analysis of neglectful parenting patterns did not have a significant effect on self-disclosure. The results of multiple regression analysis between all types of parenting patterns and self-disclosure are that there is no significant influence between parenting patterns and self-disclosure in students. The implication in this research is that there is information that the parenting style of working parents has no influence on students' self-disclosure. Apart from that, this research also adds information related to self-disclosure in students (late teens).

REFERENCES

Ali, M., & Asrori, M., (2010). *Adolescent Psychology.* Jakarta: PT. Kasara Earth.

Bowlby, J., (1976). *Attachment and Loss Volume II Seperation Anxiety and Anger (Vol. 43, Issue 5).* https://doi.org/10.11936/bjutxb2016050051.

Buhrmester, D., & Prager, K., (2009). *Patterns and Functions of Self-Disclosure During Childhood and Adolescence.* Disclosure Processes in Children and Adolescents, 10-56. https://doi.org/10.1017/cbo9780511527746.002.

Chalidaziah, W., (2019). *Targets and Topics for Discussion of Student Self-Disclosure.* ENLIGHTEN (Journal of Islamic Guidance and Counseling), 2(2), 112-121. https://doi.org/10.32505/enlighten.v2i2.1363.

DeVito, J.A., (2018). *Communication Between Humans* (Y. Saputra, Lyondon., Wahyu, Istiyona., Prihantini (ed.); Keli Edition). Tangerang: KARISMA Publishing Group.

Gafoor, A., & Kurukkan, A., (2017). *Construction and Validation of Parenting Style Scale (PSS).* Shikshan Anveshika, 7(1), 1. https://doi.org/10.5958/2348-7534.2017.00001.0.

Gunarsa, S.D., (2008). *Psychology of Child and Adolescent Development* (Y. S. D. Gunarsa (ed.)). Jakarta: Mount Mulia.

Ktut, D., (2018). *Depression in Adolescents: Symptoms and Problems Depression in Adolescents: Symptoms and the Problems.* Journal of Psychogenesis, 6(1), 69-78.

Monks, F.J., Knoers, A.M.P., & Haditono, S.R., (2014). *Developmental Psychology.* Introduction in its Various Parts (S. R. Hadinoto (ed.)). Yogyakarta: Gadjah Mada University Press.

Naqiyah, H., (2018). *The Influence of Parents' Level of Authoritative Parenting on Self-Disclosure in Adolescents at SMP Negeri 2 Kebomas Gresik.* 13(101), 65-78.

Ramadhana, M.R., (2018). *Self-Disclosure in Parent-Child Communication in Adolescents with Authoritarian Parenting Patterns.* CHANNEL: Journal of Communication, 6(2), 197. https://doi.org/10.12928/channel.v6i2.11582.

Santrock, J.W., (2017). *Adolescence (Adolescent Development)* (Y. Kristiaji, Vishnu C., Sumiharti (ed.); Keen Edition). Jakarta: Erlangga.

Sarwono, S.W., (2016). *Adolescent Psychology.* Depok: Raja Grafindo Persada.

Wilatikto, Dimas. (2016). *The Influence of Parents' Socioeconomic Status on Adolescents' Self-Disclosure.* Thesis: Faculty of Psychology Education, Jakarta State University.

Wheeless, L.R., (1978). *A Follow-Up Study of the Relationships Among Trust, Disclosure and Interpersonal Solidarity.* Human Communication Research, 4(2), 143-157. https://doi.org/10.1111/j.14682958.1978.tb00604.x.