
Correlation between Authoritarian Parenting and Self-Confidence in School-Age Children in Indonesia: A Cross-Sectional Study

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ABSTRACT

In school-age children, self-confidence is needed to complete the task of psychosocial development, namely industry or the stage of achievement. Which if not implemented correctly, the child will become inferior. Authoritarian parents who often curb and punish can affect a child's self-confidence. This study aimed to analyze the correlation between authoritarian parenting style and self-confidence of school-age children. This study used observational analysis with a cross-sectional approach. The subjects of this study were 96 primary school students who were take using a stratified random sampling technique. Data collection used an authoritarian parenting questionnaire and a self-confidence questionnaire. Data were analyzed using the chi-square test. Analysis results showed that there were 54.2% of respondents who got an authoritarian parenting style, and 45.8% of respondents have low self-confidence. The chi-square test showed a correlation between authoritarian parenting style and self-confidence of school-age children (p-value = 0,001) with OR of 5,211. School-age children who get authoritarian parenting have the risk of experiencing low self-confidence 5,211 times higher. Nurses can provide health education and counseling about good parenting to the parents and teachers.

Keywords: school-aged children, self-confidence, authoritarian parenting

INTRODUCTION

School-aged children (6-12 years) begin to gain a basis of knowledge and skills to adapt themselves to their adult lives. School-age children can start to be responsible for themselves in dealing with others, peers, and parents (Wong, 2009). School-age children begin to pay attention to social interactions in their environment, enjoy playing with peers, and reduce dependence on parents. Children start to show progress in terms of emotions such as anger, fear, and sadness (Gunarsa, 2008). Parenting is closely related to the development of the child's personality, especially their confidence (Made, Suntari & Astriani, 2012). Based on the results of research on children aged ten years can be known the majority of children, 53.5% have high self-confidence, 11-year-old children are known to be 50% with high self-confidence, conversely 12-year-old children majority 61.5% have low self-confidence, and 58.9% of girls have higher self-confidence than boys (Ernawati, Hanny & Hardiani, 2012). The results of other studies also showed a positive correlation between emotional intelligence and independence, while authoritarian parenting was negatively correlated to autonomy in children. Emotional intelligence and authoritarian parenting contributed 55.2% to children's independence (Hidayati, 2014).

Authoritarian parents' attitudes in interacting with children will affect children's behavior. Parental rejection of children, rigid rules, lack of attention to children's well-being, dominating approaches to children will result in children becoming aggressive, stubborn, disobedient, irritable, easily offended, timid, submissive, shy, difficult to get along, social isolation, and quiet. The existence of rigid rules and punishment for children will make children impulsive who always obey their conscience, hostility, difficulty in making decisions, and aggressive (Yusuf, 2006).

School-age children will accept the authoritarian attitude of parents because they want to obey the commands of parents. Authoritarian attitudes of parents can be in the form of giving many rules, curbing, and punishing children. The majority of children who get parental authoritarian parenting will withdraw in the social environment, are less spontaneous, and lack confidence. On the contrary, some children still have excellent competence and responsible who live in a strict family environment (Anwar, 2017). Authoritarian parenting causes the child's self-concept to be negative

because the child feels restrained, depressed, and lacks independence. Kind and wise parenting will stimulate optimal child growth and development (Zazimah, 2015).

Researchers conducted a preliminary study at Public Elementary school Kebonsari 04 Sumbersari Jember for one week. We found that some children were late coming to school. Only a few children dared to ask questions, answer questions, or tell stories. Most children often tease each other. There are about 2 to 4 children who do not want to play with their friends outside the classroom. Some boys and girls often fight, talk bad, spit carelessly, and bully their friends. Some parents scold their children when picking them up after school.

The purpose of this study is to analyze the relationship between authoritarian parenting and children's confidence at school age. This study will also identify the level of confidence in elementary school-age children and identify the types of parenting in the Public Elementary School Kebonsari 04.

METHOD

This type of research is a correlation using a cross-sectional study design. The population used in this study were children aged 6-12 years at Public Elementary school Kebonsari 04 Sumbersari Jember, with a total of 487 students. The sampling technique used in this study was stratified random sampling with a sample size of 96 respondents. The inclusion criteria in this study were students aged 6-12 years, while the exclusion criteria were 6th-grade students. The study was conducted from February to July 2017.

The research instrument used in this study was a self-confidence questionnaire adopted from Sari (2012). Self-confidence questionnaire contains 20 questions consisting of 8 indicators namely self-love (3 items), self-understanding (2 items), clear goals (2 items), positive thinking (3 items), Communication (3 items), Assertiveness (2 items), Self-appearance (2 items), and Control of feelings (3 items). The self-confidence questionnaire consists of favorable and unfavorable questions. The range of the answer: strongly disagree, disagree, agree, and strongly agree. The validity test in this study was conducted at Public Elementary school Kranjingan 04 Sumbersari Jember because it has almost the same environmental characteristics. The number of respondents in the validity tests are 33 respondents with r table = 0.355. The results of the validity test of the self-confidence questionnaire were 20 questions valid with r count > 0.355, and five items were invalid < 0.355. The results of the self-confidence questionnaire reliability test are 0.917, which shows very reliable

The authoritarian parenting questionnaire was adopted from Susilowati (2013). The authoritarian parenting questionnaire contains 12 questions consisting of 3 indicators, namely parental control of children (5 items), clarity of communication (2 items), parental demands (5 items). The authoritarian parenting questionnaire also consisted of favorable and unfavorable questions. The range of the answer: strongly disagree, disagree, agree, and strongly agree. The results of the validity test to the authoritarian parenting questionnaire were 12 questions valid with r count > 0.355, and three items were invalid < 0.355. The results of the authoritarian parenting reliability test were 0.931, which proved very reliable.

The data obtained from the questionnaire then went through the process of editing, coding, and the process of entering data into SPSS. This study uses a chi-square test to analyze data. The chi-square test is suitable for using nominal data scales. Chi-square test provides information about the presence or absence of a relationship between the two variables. The value of α used is 0.05.

This study obtained ethical and administrative approval from the Department of National and Political Unity and the Department of Education in the District of Jember.

RESULT

Univariate data in this study illustrates the characteristics of respondents. Features of respondents include the age and sex of respondents at Public Elementary school Kebonsari 04 Sumbersari Jember.

Table 1 Participants Characteristics by age and sex (n = 96).

Characteristics	Frequency	Percentage
Age (years)		
7	18	18.75
8	18	18.75
9	18	18.75
10	21	21.875
11	21	21.875
Gender		
Female	50	52.1
Male	46	47.9
Total	96	100.00

Table 1 shows the student characteristics of age and sex. The lowest respondent age is seven years old as many as 18 students (18.75%), and the highest age is 11 years old as many as 21 students (21.875%). The gender frequency distribution obtained from 96 respondents was 50 students (52.1%) female, while the rest were male (47.9%).

Table 2 Descriptive finding on the type of parenting in school-aged children in east java Indonesia (n = 96)

Characteristics	Frequency	Percentage
Authoritarian parenting	52	54,2
Non-authoritarian parenting	44	45,8
Total	96	100.00

Based on data analysis from table 2 shows that 52 respondents get authoritarian parenting with a percentage of 54.2%, while respondents who do not get authoritarian parenting (democratic and permissive) are 44 respondents with a rate of 45.8%.

Table 3 Descriptive finding on the Self-Confidence in school-age children East Java Indonesia (n = 96)

Characteristics	Frequency	Percentage
Low self-confidence	44	45,8
High self-confidence	52	54,2
Total	96	100.00

Based on the data analysis from table 3 shows that 44 respondents have low self-confidence with a rate of 45,8%, while respondents who have high self-confidence are 52 respondents (54,2%).

Table 4 Correlation between authoritarian parenting and self-confidence in school-age children East Java Indonesia

Authoritarian parenting	Self-confidence				Total	p-value	
	Low self-confidence		High self-confidence				
	Frequency	Percentage	Frequency	Percentage			
Authoritarian	33	34,4%	19	19,8%	52	54,2%	0,001
Non Authoritarian	11	11,46%	33	34,4%	44	45,8%	
Total	44	54,2%	52	45,8%	96	100%	

Based on the data analysis from table 4 shows that respondents who get the authoritarian parenting and have low self-confidence are 33 respondents (34,4%), respondents who get non-authoritarian parenting and have high self-confidence are 33 respondents (34,4%).

The results of the data analysis were carried out using the chi-square test showed p-value 0,001 or less than α (0.05) so that it can be concluded that there is a relationship between authoritarian parenting with the self-confidence of school-age children at Public Elementary school Kebonsari 04 Sumber Sari Jember (p-value 0.001; CI 95%). Odd ratio

value in this study was 5.211. It means School-age children who get authoritarian parenting have the risk of experiencing low self-confidence 5.,211 times higher

DISCUSSION

The results of the data analysis in table 1, it shows that the average respondent has an age of 9,12 years (school-age children). The mental development of a 9-year-old child can read well so that the self-confidence of the child begins to emerge. Children also start to feel the existence of competition in schools that will support children's self-confidence (Wong, 2009). The respondents of this study have a fairly wide age range, which is a minimum age of 6 years and a maximum of 12 years and which is the average age of elementary school children. In this study, by having an age range that is quite far from the early school-age children, middle and late, respondents were divided into two groups for children in grades 1 through grade 3 (6- 9 years old) and grades 4 through 5 (9-12 years). In the first group that is from grade 1-3 when reading the questionnaire takes more time to explain each item the question due to communication more complicated, because at that age the children's cognitive ability enters the concrete operational stage that the thinking increases and is more logical (Supartini, 2004). As for the second group from grades 4 to grade 5, it does not require a long time for each item to be read.

The number of male respondents is not very different from the number of female respondents. Each grade has three classes containing 30 male and female students per class. Each student usually compares himself to other students in terms of grades, sports, and other skills. Students who excel will have higher self-confidence, while students who underachieve will have less confidence in themselves. The results of a study conducted by Ernawati et al. (2012) said that girls have higher self-confidence compared to boys in the amount of 63 (58.9%) girls and 44 men (41.1%). Potter and Perry (2005) said that changes in girls begin at the age of 9 years, whereas in boys, the change starts at the age of 12 years. Girls are usually more achievers than boys when at school. Students who lack achievement often get punishment from parents because most parents do not understand about good parenting. Students who lack confidence will eventually have no progress until adulthood.

Based on the results of the data analysis showed that from 96 respondents at Kebonsari 04 Public Elementary school Summersari Jember found 52 respondents received authoritarian parenting, and 44 respondents received non-authoritarian parenting. The results of this study are supported by research conducted by Silalahi (2018), which states that the authoritarian parenting style in Medan 36 junior high students (n = 125) is relatively high. Research conducted by As'ari (2015) also shows that authoritarian parenting in Al-Islam Surakarta vocational high school students (n = 73) is classified as moderate. Authoritarian parenting is the interaction between parents and children where parents punish and limit children. Authoritarian parents place strict limits and controls on children and do not provide many opportunities for children to express their opinions (Santrock, 2012). The statement was confirmed by Lestari (2012), stating that parents prioritize children's obedience by imposing penalties when violations occur.

The results of this study indicate that authoritarian parenting is more widely applied. It can be concluded from the questionnaire where parents always set the schedule of children's daily activities, which showed 41.6% (40 children) answered agree. Another questionnaire indicated that parents would be angry if the child received a reprimand from the school, which showed 45.8% (44 children) responded strongly agree. Other results show that parents demanded that their children get the best score, showing 56.25% (54 children) who answered strongly agree.

The results of research conducted by Kopko (2007) showed that authoritarian parenting provides strict discipline and limits children's behavior. The application of strict boundaries, little leeway, and lack of opportunities for children to express opinions and express the wishes of children will make children feel uncomfortable. Children who think that they are always controlled by parents will have poor communication. Authoritarian parenting will make children become followers and feel dissatisfied with their parents. Parents are expected to understand more about parenting, so they can apply and choose good parenting according to the child's circumstances. Nurses must play an active role in giving knowledge to parents about parenting, so they can increase children's confidence. Parents, teachers, and nurses can work together, share knowledge, and help one another in parenting. Nurses can provide health education about authoritarian parenting and give examples to parents and teachers on how to do proper parenting.

The results of this study indicate that school-age children at Public Elementary School Kebonsari 04 Summersari Jember mostly have high self-confidence (54,2%). This is in line with research conducted by Ana (2016) from 99 respondents found that there were 52 respondents (52.5%) with good self-confidence, and 47 respondents (47.5%) lacked confidence. Self-confidence is an essential factor for students when making the right decision in school so they can achieve excellent learning achievement. A confident child will know and understand himself. Meanwhile, lack of confidence will interfere with the development of one's potential such as being pessimistic in facing challenges, being

afraid and hesitant to express ideas and make choices, and often comparing yourself with others (Nurialinda, Asyari & Saam, 2013). The role of the family, especially parents, is significant in training and growing self-confidence in children from an early age. Excellent support from each family member to interact well with each other will provide a sense of comfort and high confidence to children.

Activities aimed at increasing a child's self-esteem must often be done at school. The teacher can facilitate students to tell stories in front of the class by using media pop-up book (media book that has a three-dimensional figure, so it looks alive) (Putri, 2014). Students are also encouraged to play actively with friends such as exploratory, construction, physical, and dramatic play (Prawistri, 2013). The teacher can increase children's confidence by encouraging students to sing by using movements with specific themes (plants and animals) in front of the class (Lestari, 2017). Students are encouraged to tell stories with a flannel board to increase self-confidence (Yuliati, 2014). A field trip can be made by inviting students to visit the post office or village head's office (Kasiyatun, 2013).

Based on the results of data analysis using the chi-square test showed that the p-value 0,001 is less than the value of α (0,05). So, it can be concluded that there is a relationship between authoritarian parenting with the self-confidence of school-age children at Public Elementary School Kebonsari 04 Sumbersari Jember (95% CI; p-value 0,001). The odds ratio (OR) value in this study was 5,211. It means that school-age children who get authoritarian parenting have the risk of experiencing low self-confidence 5,211 times higher compared to school-age children who receive non-authoritarian parenting.

The results of this study are supported by research conducted by Angguntiani (2017), showing that there is a significant relationship between authoritarian parenting with children's confidence. In a sense, the higher the authoritarian parenting applied by parents, the lower the self-confidence that students have. Research by Kurniawati et al. (2017) also shows that there is a significant relationship between parenting patterns with self-confidence students. It means parents who apply authoritarian parenting will result in low self-confidence in students

Authoritarian parenting applies rigid, strict rules that children must follow. Children who do not obey the commands of parents will receive physical punishment such as beatings. Authoritarian parenting will cause children to be less cheerful, moody, stress, and depressing. Children's self-confidence can be influenced by internal and external factors such as the family and school environment. Parents have a significant influence on children's confidence. Authoritarian parenting will destroy children's self-confidence and ability to solve problems (Jadon & Tripathi, 2017). Authoritarian parenting will also provide a lot of stress in a child's daily life, thereby affecting the development of the child's brain, which in turn will disrupt the learning process, behavior, and health of children (Vleet & Bodman, 2016).

The role of the nurse is needed to handle cases of lack of confidence in school-age children. Nurses can provide health education and counseling about good parenting. The nurse can explain to the family about authoritarian parenting and their relationship to the child's confidence. The provision of health education provided by nurses must pay attention to community backgrounds such as education, culture, religion, and work so that the interventions provided are acceptable. Nurses as educators can provide instruction on how to increase self-confidence in school-age children so that it will be useful for the next stage of child development. Nurses also provide knowledge about how to apply good parenting according to the child's age.

CONCLUSION

There is a relationship between authoritarian parenting with the self-confidence of school-age children at Public Elementary school Kebonsari 04 Sumbersari Jember. School-age children who get authoritarian parenting have the risk of experiencing low self-confidence 5,211 times higher.

Parents should pay more attention to children's behavior at school and home, so they know the child's psychological development. Parents also need to get the right knowledge about parenting so they can be used as guidelines. Peer group education activities can be carried out with activities of interests, talents, and hobbies so that children can explore their abilities. Schools can work together with nurses to provide child psychology health education.

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