The Effect of Authoritative Parenting on the Formation of Student Academic Resilience

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Parents have a huge influence on student attitudes to education and their relative development of academic resilience, an essential attribute for success as teenager learners. Changes and the formation of resilience behavior can be observed and studied in the family environment. This research found that from an early age, by providing good examples of authoritative parenting as a form of protection for their sons and daughters, parents can help develop positive resilience behavior. The research was conducted using a sample group of high school students in the city of Pontianak, the capital of the province of West Kalimantan. The considerable influence of authoritative parenting on the formation of student academic resilience attitudes can be seen from the results of the student questionnaire with 86% at high level and 14% at moderate level. For student resilience attitudes the results were 73% at high category and 27% for the moderate level. It is concluded that school students demonstrate behavior when interacting with teachers and peers at school that is patterned and set, through the treatment and parenting of their parents.

Keywords: *Authoritative Parenting, Academic Resilience, Student*

Introduction

Academic resilience is a positive attitude that is essential for every student, and this attitude can be created and developed from the early ages of child growth and development (Morales, 2008). Parents have a vital role in the formation of successful child resilience attitudes as their children mature into teenagers and can provide positive training in this context. Changes and formation of resilience behavior can be observed and studied in the family, school and peer groups (Masten, 2011)

Parental treatment of children in the family becomes a pattern of care that is very influential on the attitudes and behavior of children even when they are outside the family home and are in the school environment or interacting with the community in the neighborhood. Students exhibit behavior at school when they interact with teachers and peers, that is formed through the treatment and parenting of their parents (Chen & George, 2005). Nurturing positive behaviour from an early age is a form of future protection for their sons and daughters and this occurs through good examples of authoritative parenting.

Parenting is a pattern of care that prevails in a family, forming generational behavior according to the norms and values that exist in a family group's life (Ungar & Liebenberg, 2011). Authoritative parenting is called democratic parenting and is defined in this research as parenting of children that allows them freedom to children to create and explore various abilities (Atmosiswoyo, 2002).

To reveal the magnitude of the effect of authoritative parenting on the formation of student academic resilience attitudes in schools, (Erikson & Morales 2008), researchers studied students in high schools in the city of Pontianak, West Kalimantan, Indonesia including State Senior High School 3 (SMAN 3), State Vocational High School 5 (SMKN 5),and State Madrasah Aliyah Negeri 2 (MAN 2). The respondent sample in this study numbered 120 people.

The crucial role of parents in providing guidance/care for teenagers while they are in high school is to support their child through the psychological crisis typical of the transitioning experience from childhood to adolescence. Various social influences during this period influence attention and achievement during the learning process at school. As a patterned, modelled behaviour, authoritative parenting has been deemed to make a very comprehensive contribution to student capability when dealing with difficulties, various pressures, failures and falls. Lidysari (2010) states that authoritative parenting, patterns good behavior so that children are more easily directed and able to communicate with parents.

The Indonesian state, especially in the city of Pontianak, West Kalimantan, is part of the Kalimantan archipelago. This region is comprised of diverse cultures and ethnicities in a variety of social and domestic conditions and its schools add color to authoritative parenting patterns. This study aims to make a positive contribution to the field of knowledge about the

effect of authoritative parenting such that parents can contribute to the formation of academic resilience and success for their child/student.

Method

The method used in this study is a simple regression analysis that determines the relationship between the influence of the independent variable (x) Authoritative Parenting and Academic Resilience, the dependent variable (y). In this analysis, researchers examine how much the influence of authoritative parenting has had on the formation of academic resilience in high school students in Pontianak, West Kalimantan, Indonesia. The sample of this study comprised 120 students at State Senior High Schools, Vocational High Schools and Madrasah Aliyah Negeri.

In this study, the level of significance of the influence of authoritative parenting on the attitude of resilience that they have in the process of completing their studies will be analysed as positive or negative for each respondent. The analysis will predict the value of the dependent variable and whether the value of the independent variable has increased or decreased. The data used are interval or ratio scales. The simple linear regression formula is used as follows:

y = a + box (y = dependent variable (predicted value), x = independent variable, a = constant (y value, if x = 0), b = regression coefficient (increase or decrease value).

To assess the level of academic resilience, a purposive sampling technique was used to determine potential of respondents relevant to:

a) value of learning outcomes/report cards in grade 2 with an average of 7.00 - 8.00.

b) attitude of high school students in class 2 (who have endured a long period of study from basic education to secondary education)

c) social status condition of middle income family students (identified as the medium category)

d) active engagement in the school learning process despite having to work to assist their parents trade.

It was found that an attitude of academic resilience could be measured as a result of authoratice parenting using these measures of relative resilience.

Results and Discussion

The instrument administered to 120 respondents comprising 40 students from State High School (SMAN), 40 students from the State Vocational High School (SMKN) and 40 students from the State Madrasah Aliyah (MAN) obtained the following correlated result. The big influence of authoritative parenting on the formation of student academic resilience attitudes can be seen with a value of 86% and a moderate level of 14%. Further, in the context of student resilience attitudes 73% attributed a high category and 27#% a moderate rate as reflected in Table 1 below. The study results thus indicate that the role of the parent is paramount in providing and modelling treatment at each phase of child growth and development and in fact plays the greates contribution to student academic resilience.

A parent's words, directions and actions can become a positive example of informing students' attitudes/behaviors. Parenting style as described by Darling & Steinber (1993) is a contingency of attitudes toward children's behavior that occurs when communicating with children, simultaneously creating an emotional climate that expresses parental behavior. Parental care is classified by Kuppens & Ceulemans (2018), through three dimensions: openness, psychological control and communication/dialogue. Thus parenting contributes to the social, emotional (Bandura, 1977), cognitive, and psychological development of children.

Forming a resilient attitude is not an easy job; parents must start to familiarize their children with the concept from the age of 5 or 6 years to encourage independence and responsibility for actions (Waller, 2001). The types of behavior that should be modelled from this early age include making their bed, cleaning themselves and preparing for all their own needs, accompanied by parents. Rather than administering punishment when they make mistakes, explanations are provided as appropriated to the child's level of development. The family plays an important role in developing adaptive functions and success in overcoming adversity throughout life (Kuppens & Ceulemens, 2019).

Santrock (1972) identified the teenage years as a stage where every child experiences a crisis of identity development. During this period, there are various crises in the development of thought/ratio, role and emotions. At this time, teenagers are building their perceptions about what they are experiencing and applying their knowledge and experience to overcome their difficulties or solve their problems. If they get good guidance/care from their parents, they will not experience psychological stress that could affect their emotional development.

The attitude of academic resilience is the attitude of toughness, resilience and tenacity when students undergo various difficulties and face obstacles while undergoing the education process Masten (2001). When they experience these problems, they look for other people who can help them solve their problems: their social environment, including family, school and peers, will be the first place to ask for help. Children who have high academic resilience will be able to self-regulate and refrain from engaging in negative behaviours that have adverse impact on their lives. Thinking positive and always looking for good alternative solutions becomes innate problem solving.

1. Forms of Authoritative Parenting

Authoritative parenting style prioritizes control and interaction/dialogue in provision of parenting to children (Sheridan et al., 2005). Parenting is a total picture comprising the attitudes and behaviors of parents and children in interacting and communicating during parenting contexts (Ang, 2006). The right parenting choice promtoe positive values to children (Clyde et.al, 1995). Parents typically use three forms of parenting style: (1) Authoritarian parenting is

parenting that emphasizes compliance and control. Authoritarian parenting demands child success and discipline without paying particular attention to understanding children's abilities (Kaplan,2006). (2) Permissive parenting is parenting that emphasizes self-expression and self-regulation, with limted guidance and direction from parents. This parenting can result in selfish children who show little concern for others and are less likely to interact with others. (3) Authoritative parenting in direct contrast to the two previously discussed parenting style is and example of democratic parenting.

Authoritative parenting has much value assertive parenting of children and shapes friendly behavior in children who demonstrate high self-esteem and self-confidence, have goals and aspirations and achieve these targets. Tugade & Frederikson (2004) state that children have certain abilities, known as resilience. Egalinfo-online.com (2011), a social media blog, notes the lack of parental love, ongoing parental conflict and the lack of supervision from parents have an effect of approximately 76% on the tendency of increased drug abuse in adolescents. It is hoped that school committees, parents and the local community can create an environment that can provide for the protection and development of student resilience, for example, by supporting the freedom of students to create.

 Authoritative parenting can make a very significant contribution to the mental development or physical strength of students when they face problems and difficulties in their lives. The results of research by Kuppens & Ceulemans, (2018) a study of 600 families with children aged 8-10 years, found that authoritative parenting is a positive parenting style and produces excellent behavior, with attention to behavior and psychological control, while in contrast, authoritarian parenting produces less productive or favorable attitudes and behaviors.

Parenting that provides family warmth, affection, commitment and emotional support is a strong basis for the formation of academic resilience in students and every teenager should have this type of attention and assistance from adults during any period of transition/physical change throughout childhood. Feelings of confusion, anxiety and various obstacles or difficulties in undergoing and completing the education process require authoritative parenting (Seccombe, 2002) and specific factors found to enhance the formation of academic resilience as a result of authoritative parenting are described in the following section.

2. Factors of Authoritative Parenting
Authoritative parenting provides strong support for the formation of student academic resilience. Kuppens & Ceulemans, (2018) found that family warmth, affection, commitment and especially emotional support were evident where authoritative parenting was highly valued. Plotnik & Kouyoumdjian, 2010; Masten, 2011) defined authoritative parenting factors as:

2.1 Understanding student potential

Understanding the potential of their child is realised through authoritative parenting by giving freedom of choice and progression through schooling to the child, according to their wishes and ideals (Kezar & Moriarty 2000) such that parents listen carefully when their children express their opinions. Authoritative parents familiarize their children with completing their school work independently and constantly monitor the progress of their learning outcomes and provide advice when they make mistakes. These steps in the learning process make it easier for students to communicate with parents about what they feel and experience.

2.2 Using Wisdom

Parental wisdom in role modelling and decision making fosters academic resilience in children (Gordon, 1996); authoritative parenting is democratic parenting and students fostered by democratic parents are better able to solve problems. To seed this context of using wisdom, parents can start by rationalizing rules at home, discussing the rules that will be enforced in the family, explaining the purpose of the rules set and how as a parent they will balance their work and familial responsibilities to listen to their son/daughter. This articulation of why there are limits/rules and how this is in the best interests of all, is good role modelling. Students/teenagers accustomed to dialogue and discussion when making rules in the family environment will take responsibility for their actions because they will feel uncomfortable if they do violate negotiated rules (April, 2005).

2.3 Providing solutions, not penalties

Forms of parental treatment that provide solutions rather than punishment in solving student problems include training in solving problems/conflicts they may experience at home or school (Brooks and Jean, 2006). Explaining the consequences of deviant behavior or unpacking problems with friends in school involves modelling steps to avoid sanction/punishment that could have a negative impact and empowers child decision-making and resilience. Ensuring there are no issues with inferiority is a big plus in the future to minimise potential blocks to success and has significant positive effect on self-efficacy. Authoritative parents tend to use consequences rather than punishment and this forms student resilience in the face of a variety of positive pressures. This positive behaviour modelling of authoratitive parenting is in direct contrastey to authoritarian parenting that uses a reward and praise system with more emphasis on discipline. Authoritative parents tend to prioritize development and safety and their children grow up to be responsible adults who feel comfortable expressing their opinions.

3. Factors Forming Student Academic Resilience Attitudes

In modelling for academic resilience, authoritative parents tend to prioritize intellectual development (Morales & Trotman, 2004). Academic difficulties can cause disturbing emotions and affect the adolescent mental health. Parents who lack understanding of their child's academic difficulties tend to demand that their children get the highest and best grades.

Individual student who are trapped in this situation find it difficult to absorb information efficiently and cannot complete their tasks appropriately. Anxious, they engage in behaviours that could cause harm adolescents such as 'ditching' or trying to leave school to avoid a stressful situation.

Rojas (2015) found that the formation of student academic resilience attitudes is reliant on family and individual environmental factors. This exploratory study was conducted with a group of six students from a public school in Bogotá, Colombia. Students from low-income and marginalized families in urban areas experienceing social problems such as poverty and general violence comprised the study sample. Analysis of data included documents and interviews with teachers and parents and focused on identifying how academic resilience skills can be developed in vulnerable adolescents. It was found that different family factors such as family guidance, family support and family involvement encouraged academic resilience in students through the nurturing of motivation, optimism and perseverance. To inspire resilience attitudes in their students, parents must also focus on the identified three factors that) students must demonstrate as evidence of academic resilience (Grotberg, 1995; Masten, 2014:

3.1 Internal Factors
The individual desire to succeed in completing the tasks assigned by teachers at school and the optimism to preserve even when experiencing obstacles or difficulties. To encourage development of this internal factor, parents can habituate daily practice of empathy and care for others, taking responsibility for their duties and visibly work to improve their own capabilities.

3.2 External factors
External factors include stakeholders who help students during their education, including parents who should always provide guidance and appropriate modelling and specifically negotiate family rules that provide support and space forstudents when they experience school pressure or failure. These external factors will provide family protection to the student from various risks they will encounter in their academic life and beyond. Authoritative parents provide support in these external factors by encouraging their children to learn by doing and this is enhanced where teachers create encouraging contexts and peers work collaboratively to overcome difficulties at school.

3.3 Interpersonal factors
The interpersonal factors are social factors that provide significant support for the formation of academic resilience attitudes, including communication or interpersonal interactions that occur at school. Through this communication, mutual information and positive support encourages shared capability that recognizes each student's strengths. This type of academic interaction with peers is a positive learning context that fosters problem solving and interpersonal communication skills to achieve collaborative solutions. Authoritative parents train their

children to interact with others, to overcome their problems and find solutions through communication.

Conclusion

Authoritative parenting has a significant direct effect on academic resilience. The role of parents as first educators in the family context is crucial and contributes greatly to the formation of student academic resilience. Authoritative parenting prioritizes communication/dialogue in negotiating family rules and consistency in the provision of a supportive environment that enhances academic achievement (Gregory & Huang, 2010) through student freedom of choice. It is recommended that the results of this study contribute to school committee, parent and community decision-making and role-modellng in creating an environment that provides protection and support for the development of student resilience

Table 1. *The Effect of Authoritative Parenting through Student Academic Resilience Attitudes*

Criteria	Interval	F	%
Low	< 28	0	0 %
Moderate	28 – 43	17	14 %
High	>= 44	103	86 %

Table 2. *Student Academic Resilience Questionnaire Calculation Results*

Criteria	Interval	F	%
Low	< 35	0	0%
Moderate	35 - 54	32	27 %
High	>= 54	88	73

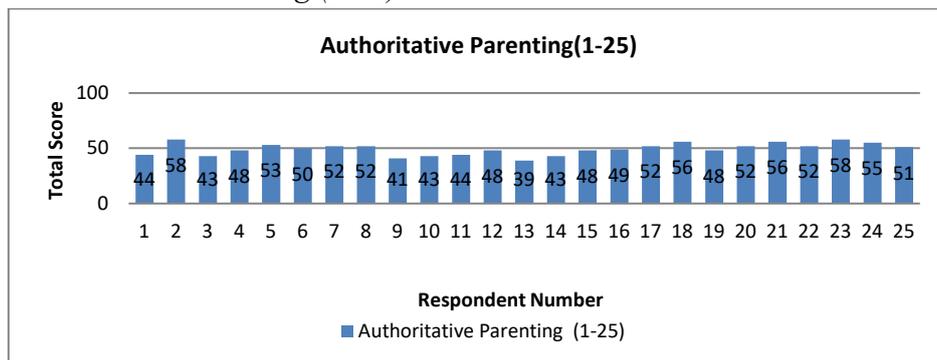**Figure 1.** *Authoritative Parenting (1-25)*
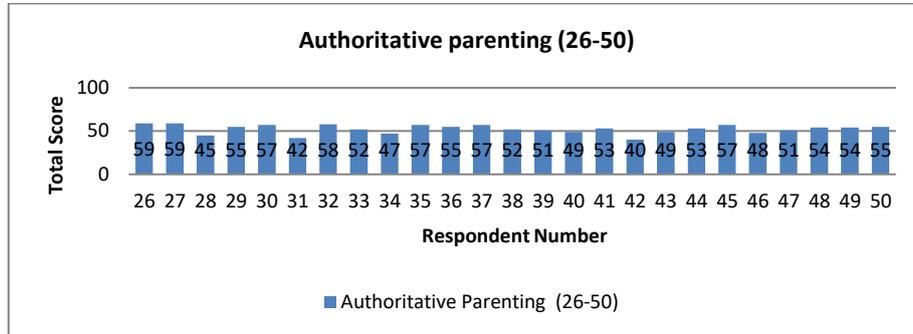
Figure 2. *Authoritative Parenting (26-50)*

Figure 3. *Authoritative Parenting (51-75)*
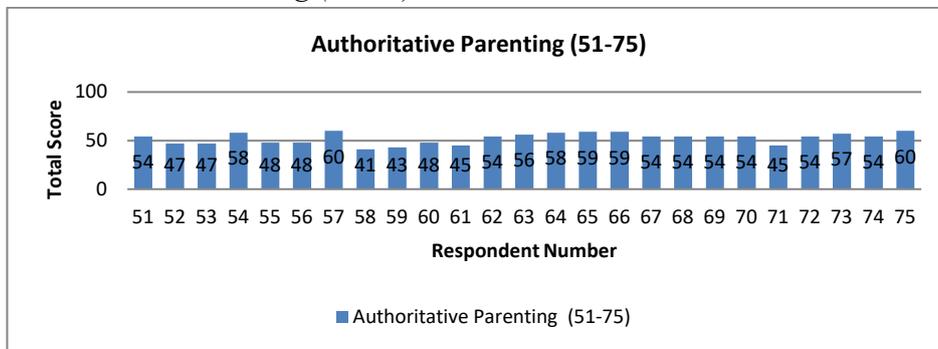

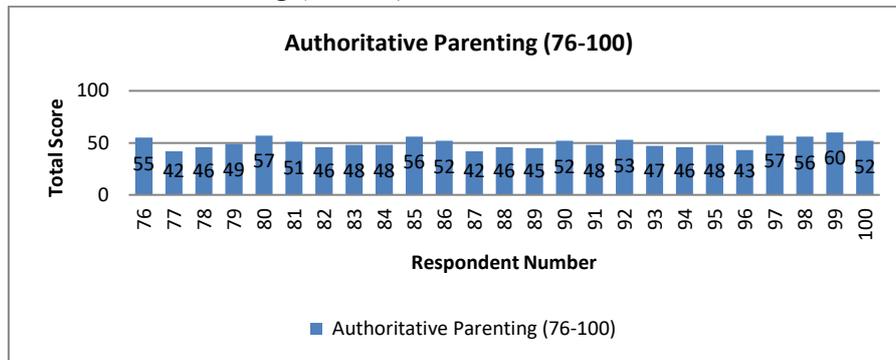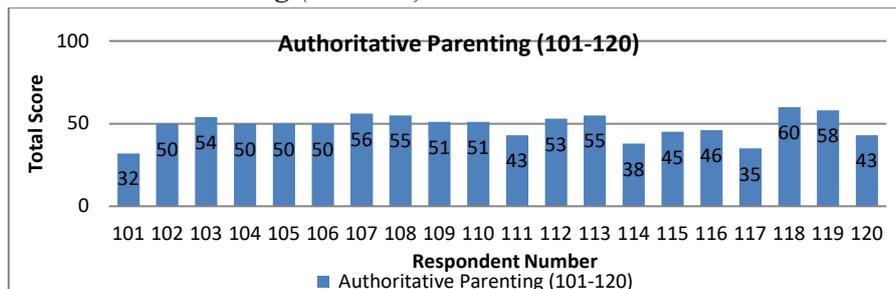**Figure 4.** *Authoritative Parenting (76-100)*

Figure 5. *Authoritative Parenting (101-120)*

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