

Riri 2024d Prosiding IConBI.pdf

 Unika Soegijapranata1

Document Details

Submission ID

trn:oid:::28973:83812533

14 Pages

Submission Date

Feb 28, 2025, 10:22 AM GMT+7

6,108 Words

Download Date

Feb 28, 2025, 10:42 AM GMT+7

37,511 Characters

File Name

Riri 2024d Prosiding IConBI.pdf

File Size

347.3 KB

7% Overall Similarity

The combined total of all matches, including overlapping sources, for each database.

Filtered from the Report

- ▶ Bibliography
- ▶ Quoted Text
- ▶ Cited Text
- ▶ Small Matches (less than 10 words)

Exclusions

- ▶ 7 Excluded Matches

Match Groups

-  **31** Not Cited or Quoted 7%
Matches with neither in-text citation nor quotation marks
-  **0** Missing Quotations 0%
Matches that are still very similar to source material
-  **0** Missing Citation 0%
Matches that have quotation marks, but no in-text citation
-  **0** Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

4%	 Internet sources
3%	 Publications
5%	 Submitted works (Student Papers)

Integrity Flags

0 Integrity Flags for Review

No suspicious text manipulations found.

Our system's algorithms look deeply at a document for any inconsistencies that would set it apart from a normal submission. If we notice something strange, we flag it for you to review.

A Flag is not necessarily an indicator of a problem. However, we'd recommend you focus your attention there for further review.

Match Groups

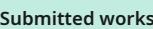
-  31 Not Cited or Quoted 7%
Matches with neither in-text citation nor quotation marks
-  0 Missing Quotations 0%
Matches that are still very similar to source material
-  0 Missing Citation 0%
Matches that have quotation marks, but no in-text citation
-  0 Cited and Quoted 0%
Matches with in-text citation present, but no quotation marks

Top Sources

- 4%  Internet sources
- 3%  Publications
- 5%  Submitted works (Student Papers)

Top Sources

The sources with the highest number of matches within the submission. Overlapping sources will not be displayed.

1	 Internet	conference.unika.ac.id	1%
2	 Submitted works	Brigham Young University on 2017-07-03	<1%
3	 Submitted works	HELP UNIVERSITY on 2013-12-05	<1%
4	 Internet	www.epony.co.uk	<1%
5	 Publication	Santa Andrea Dewinda Aritonang, Christiana Hari Soetjiningsih. "Pola Asuh Otori...	<1%
6	 Submitted works	Utah Education Network on 2021-04-12	<1%
7	 Publication	Gürcan, Derya. "Perceived Parental Relationship, Self-Discrepancy, And Personalit...	<1%
8	 Internet	dergipark.org.tr	<1%
9	 Internet	www.ajhsjournal.ph	<1%
10	 Submitted works	American Public University System on 2021-08-30	<1%

11 Submitted works

Laramie County Community College on 2005-11-02 <1%

12 Submitted works

Perdana University on 2021-06-27 <1%

13 Internet

link.springer.com <1%

14 Internet

lirias.kuleuven.be <1%

15 Publication

Aria Saloka Immanuel, Heni Gerda Pesau, Ni Made Swasti Wulanyani, Augustina S... <1%

16 Publication

Baby Ayline Kurniawan, Ratriana Yulianti Endang Kusumiati. "Enhancing Nurse ... <1%

17 Publication

Navarro, Miguel. "The Relationship Between Obsessive-Compulsive Disorder and ... <1%

18 Submitted works

New Mexico Highlands University on 2024-04-27 <1%

19 Submitted works

Universiti Teknologi Malaysia on 2023-07-01 <1%

20 Internet

eprints.utar.edu.my <1%

21 Internet

ijip.in <1%

22 Publication

Cenk, Derya Sari. "The Relationship Between Parenting Style, Gender and Acade... <1%

23 Submitted works

Help University College on 2011-12-09 <1%

24 Submitted works

Ohlone Community College on 2024-05-07 <1%

25

Submitted works

Saint Francis College on 2019-12-10

<1%

26

Internet

eprints.ums.ac.id

<1%

27

Internet

stax.strath.ac.uk

<1%

The Relationship between Perceived Parenting Style and Emotion Dysregulation among University Students

Gabriela Kezia Ananda Putri, Faculty of Psychology, Soegijapranata Catholic University, Indonesia

Maria Bramanwidhyantari, Faculty of Psychology, Soegijapranata Catholic University, Indonesia



: gabrielakezia28@gmail.com

Abstract

University students faced various obstacles, such as living independently, making decisions, and improving their quality of life. These demands often lead to discomfort, life changes, and unstable emotional fluctuations, resulting in feelings like doubt, anxiety, confusion, and frustration. Individuals who cannot overcome these challenges may experience emotional instability. Those who struggle to regulate negative emotions can suffer from stress and depression. Parenting style is one of the factors of emotional regulation. This study examines the relationship between perceived parenting styles (authoritative, authoritarian, permissive) and emotional dysregulation. This study aims to determine the correlation between Authoritative, authoritarian, permissive, and emotional dysregulation. A quantitative correlation was used, the participants were male and female students aged 18-25 in Indonesia (N=141), selected through purposive sampling. The scale in this study uses the Difficulty in Emotion Regulation Scale (DERS) and the Parental Authority Questionnaire. (PAQ). In the Mann-Whitney U test, there were no differences between males and Females in emotion dysregulation. Spearman's Rank correlation between the Authoritarian parenting style and emotion dysregulations $r = 226$. The study concluded that the students who perceived their parents as authoritarian were more likely to experience difficulties in regulating their emotions. This study contributes to the understanding of how parenting styles impact emotional development. This research employs a self-report method, possibly introducing memory biases regarding the perceived parenting style. Additionally, this study specifically focuses on the mother's parenting style.

Keywords: perceived parenting, dysregulation emotion regulation, student

Introduction

A student is someone who is studying at a university between the ages of 18 and 25 years. Students are at a transitional age, so they are vulnerable to experiencing crises because they have new responsibilities and worry about the future (Lumen Learning, 2016). According to Widuri (in Septiani & Fitria, 2016), individual in their early values, and unstable emotional changes resulting in feelings such as doubt, anxiety, confusion, and

adulthood phase, will face academic demands, adaptation to changes in friends, and adjustments to majors and the environment, as well as career preparation after graduation. Students are faced with various demands, such as living independently, making their own decisions, and improving their quality (Murphy, 2011). The various demands faced result in loneliness, changes in life frustration (Murphy, 2011). Individuals who cannot overcome the resulting crisis can experience

emotional instability (Swinson, 2017). Emotional instability affects the ability to think and behave (Cherry, 2021). Emotional instability occurs due to individuals having difficulty regulating emotions (Gratz & Roemer, 2004). Individuals who have difficulty regulating negative emotions experience symptoms of moderate depression (Syadiyah, Hanggrani & Ariyanti, 2022). According to Pratama & Suprihatin (2022), there is a significant negative relationship between emotional regulation and academic stress in students.

Students in Indonesia are vulnerable to stress and depression. According to the results of the Empathy Room research on 3901 students, 933 people experienced no stress, 1766 people experienced mild stress, 861 experienced moderate stress, and 267 experienced severe stress (Sudirman, 2022). The same research showed that 1018 students experienced depression, 1597 were normal, 799 experienced mild depression, and 274 experienced severe depression (Sudirman, 2022). Students in Indonesia are vulnerable to stress and depression. According to the Indonesian Health Survey (SKI) from the Ministry of Health (Kemenkes), the prevalence of depression in Indonesia will be 1.4% in 2023. Based on a review of age categories, the prevalence of depression is most felt by those aged 15-24 years at 2%. Poor regulatory abilities are associated with depression and academic stress (Putra, Nelwati & Fernandes, 2023).

Research on emotional regulation in students is important because of the transition phase that students experience from late adolescence to early adulthood. Researchers conducted initial interviews with three students to determine the condition of emotional regulation in students. In dealing with stress, WN chooses to sleep and talk about problems (needs social support from other people), WA seeks happiness through fun activities, and AN calms himself down with hobby activities. All three subjects deflect the problem rather than confront it. The three subjects

were unable to utilize positive emotions to help focus on the task. When difficulties came, all three subjects found it a little difficult to control their feelings when problems came. The subject's answers illustrate difficulties in emotional regulation abilities.

Emotions are complex psychological and physiological responses to internal or external stimuli (Gross, 1998). Emotions include subjective experiences, physical changes, and behavioral reactions that occur in response to situations (Gross, 1998). According to Thompson (2007), emotional regulation is the ability to evaluate and change emotional reactions to behave in accordance with the circumstances that occur. Regulation is an individual's ability to assess, overcome, manage, and express emotions appropriately to achieve emotional balance. (Gross, 1998). Walden and Smith (in Eisenberg et al., 2000) state that emotional regulation involves processes including accepting, managing, and controlling the occurrence, intensity, and duration of the emotions experienced. Emotion regulation involves physiological processes with emotions, facial expressions, and observed behavior. Emotion regulation is the ability to remain calm under pressure (Reivich & Shatte, 2002). Emotional regulation can be interpreted as an individual's ability to evaluate, manage, and control emotional reactions to suit the situation at hand to achieve emotional balance and calm under pressure, such as controlling expressions and behavior. Individuals who have difficulty regulating emotional responses or fail to implement flexible and adaptive emotional regulation strategies are called emotional dysregulation (Gratz & Roemer, 2004). According to Gross (1998), emotional dysregulation is an individual's inability to manage and regulate emotions effectively. Emotional dysregulation is defined as the inability to regulate emotions, difficulty, and inaccuracy in managing emotional regulation strategies in certain situations (Wolff, 2019). So it can be concluded that

dysregulation is a condition when individuals have difficulty managing and regulating emotions effectively.

According to Gratz and Roemer (2004), there are six aspects of emotional dysregulation, such as First, Non-acceptance of emotional responses (Non Acceptance) is an individual's tendency not to accept or acknowledge emotional responses. When someone experiences negative emotions, the individual feels angry or frustrated with themselves for feeling the emotions. Second, Difficulties Engaging in Goal-Directed Behavior (Goals) are difficulties in maintaining focus on goals and completing tasks when experiencing negative emotions. When someone feels depressed or anxious, the individual has difficulty concentrating and completing planned work. Third, Impulse Control Difficulties (Impuls), is a focus on an individual's ability to control impulses and act in accordance with goals, even when experiencing negative emotions. When emotions are not managed well, individuals may act impulsively, which can lead to maladaptive behavior or detrimental decisions. Fourth, Lack of Emotional Awareness (Awareness) is an individual's awareness of emotional states. The inability to recognize and understand the emotions that are being experienced can hinder the ability to manage emotions effectively. Individuals who lack awareness of individual emotions are unable to identify what they are feeling and why, which can exacerbate emotional regulation problems. Fifth, Limited Access to Emotion Regulation Strategies (Strategies) is a limitation in having various effective strategies for managing emotions. Individuals who experience difficulty accessing emotion regulation strategies may feel like they do not have the necessary tools to deal with difficult emotional situations, leaving individuals helpless in dealing with negative emotions. Sixth, lack of emotional clarity (Clarity) is difficulty in

understanding and explaining the emotions experienced. When a person cannot identify or explain feelings clearly, the individual feels confused or uncertain about what they are feeling. A lack of emotional clarity can hinder the ability to manage emotions effectively and make informed decisions.

Emotion regulation factors, according to Gross (2007), firstly, age the ability to regulate emotions as a person ages. In both genders, there are differences between men and women in expressing emotions verbally and in facial expressions according to gender. More feminine women tend to avoid expressing emotions such as anger and pride because they are considered masculine. Men often express angry and proud emotions to show dominance. Third, the greater the effort not to display excessive emotions. Meanwhile, people with low levels of religiosity tend to have difficulty controlling their emotions. Fourth, neurotic personalities, which are characterized by sensitivity, moodiness, anxiety, panic, low self-esteem, and lack of self-control as well as effective coping with stress, tend to have low emotional regulation. Fifth, culture a person's emotional response can be influenced by culture or societal norms. If deemed appropriate, it can be culturally acceptable and influence the way a person interacts with others and regulates emotions. Sixth, the goal of emotional regulation is an individual's beliefs that influence experiences, emotional expressions, and physiological responses that are appropriate to the situation at hand. Seventh, frequency of emotional regulation, is how often individuals carry out different emotional regulations to achieve goals. Eighth, emotional regulation ability is an individual's ability to control emotions well. Lastly, parenting styles influence children's ability to regulate emotions. Moris (2017) states that the role

of parents in developing children's regulatory abilities can be seen from how involved they are.

According to James (2002), parenting is defined as the way parents behave with children, how to give love, respond and help children overcome problems, and listen actively and realistically. Parenting pattern is the way parents treat their children in nurturing and raising them (Baumrind, 1971). Parenting patterns are the behavior of parents in shaping their children's behavior to match the expected role (Hurlock, 2013). It can be concluded that parenting is the way parents interact, educate, and treat their children. Aspects of parenting patterns according to Baumrind, parental control is the parents' role in responding to and dealing with children's behavior that is deemed not in line with parental expectations. Parental Maturity Parents demand encouraging children to be independent and responsible for their actions. Parenting child communication is a parent's effort to build verbal communication with children, which includes aspects related to the child's self, education, and friends. Parental nurture: parents express love, attention, and support for their children.

Types of Parenting Patterns according to Baumrind (in Kuppens & Ceulemans, 2024) Permissive parenting style, Permissive parents try to be non-punitive and accept and approve of their children's impulses, desires, and actions. Parenting requires little household responsibility and orderly behavior. Parents let children regulate their activities as much as possible, avoid the use of control, and do not encourage compliance with externally set standards. Authoritarian parenting is a parenting pattern that seeks to shape, control, and evaluate children's behavior and attitudes following with absolute standards of behavior that have been set. Parents limit autonomy, guard children, and reward obedience. Parents punish actions that conflict with correct behavior. Authoritative is a parenting style that directs children's activities in a rational and problem-

oriented manner. Parents encourage verbal give and take, sharing with the child the reasons behind the policy and asking the child when they refuse to conform. Both independent will and disciplined obedience are valued by parents. Parents exercise firm control at points of difference between parent and child, but do not limit the child with boundaries. According to Hurlock (2013), several factors influence parents parenting style, namely education, socioeconomic status, personality, number of children. Parents with low education tend to use a strict authoritarian parenting style. Highly educated parents are more flexible and base their parenting patterns on references such as articles to monitor children's development. Socioeconomic Status, parents with poor economic conditions tend to be colder and less attentive to their children, while parents who have good economic conditions tend to be warmer and more responsive. Personality The nature or personality of parents has a big influence on parenting. Conservative parents are more authoritarian and strict in educating their children. Number of Children, Families with fewer children (2-3 children) provide more intensive care, with a focus on the child's personal development and strengthening cooperation within the family. According to Das (2022), there is a significant relationship between perceived parenting style (authoritative, authoritarian, permissive) and emotional regulation abilities in young adults. Cognitive emotional regulation strategies (cognitive reappraisal) and emotion regulation have a significant relationship with authoritative and permissive parenting styles.

Parenting patterns show a strong relationship with emotional regulation abilities (Tani et al., 2018). Research finds that there is a relationship between various dimensions and parenting styles and emotional dysregulation in children and adolescents. Positive parenting styles such as affection have a negative relationship with emotion dysregulation, whereas negative

parenting styles (such as absenteeism and rejection) have a positive relationship with emotion dysregulation (Goagoses, Bolz, Elts, Schipper, Schuetz, Rademacher, & Koglin, 2023). According to Nabilah and Hadiyati (2021), there is a significant positive relationship between attachment to mothers and adolescent emotional regulation. According to that maternal authoritarian parenting style predicted adolescent emotion dysregulation, with a significant indirect effect. Family experiencing chronic stress strengthens the relationship between maternal emotion dysregulation and authoritarian parenting style, thus the indirect effect of maternal emotion regulation on adolescent emotion regulation. (Shaw & Starr, 2019). Based on previous research, there is a relationship between perceived maternal parenting styles (authoritative, authoritarian, and permissive) and emotional dysregulation in students. This study was conducted because university students are in the transition phase from late adolescence to early adulthood. Students face new responsibilities, such as learning to live independently, making decisions, and preparing for a career, making students experience difficulties in emotional regulation, triggering stress, anxiety, and depression. Students who have effective emotional regulation strategies and an understanding of when to implement appropriate regulation approaches are often more able to respond adaptively when confronted with sources of stress (Thomas, & Zolkoski, 2020). This study aims to determine the correlation between Authoritative, Authoritarian, Permissive, and emotion dysregulation. This research specifically focuses on the mother's parenting style.

Method

The type of research used is quantitative research with a correlational design to test the relationship between perceived parenting and emotional dysregulation. The sampling technique used is purposive sampling. A total of 209

respondents filled out the questionnaire distributed by Google Forms. From this figure, a total of 68 respondents were not included in the analysis process because they didn't meet the criteria. Respondents in the research were 141 students who met the following criteria such as aged 18–25 years, active Indonesian undergraduate students, living with their mother, being raised by their mother and experiencing parenting by their mother from childhood until now. The scale used in collecting data about parenting patterns is the Parental Authority Questionnaire (PAQ) created by Buri (1991) based on the parenting theory of Baumrind (1971) which has been translated into Indonesian by Cahyani (2022). PAQ measures individual perceptions of parents' parenting styles, which are categorized into three types: parental permissive (α) = (0,830), Authoritarian, (α) = (0,830) and authoritative (α) = (0,840). The method used to collect data related to emotional dysregulation uses a scale Difficulties in Emotion Regulation (DERS) was developed by Gratz and Roemer (2004). And translated into Indonesian by Setiono (2020) which is reliable (α) = (0,942). The measuring instrument is considered valid if the corrected item correlation value is > 0.30 (Azwar, 2012). The data were analyzed using SPSS version 26. The permissive validity scale with a corrected item total correlations ranging from 0.401 to 0.676 which is reliable (α) = (0,809). The Authoritarian validity scale with corrected item total correlations ranges from 0.512 to 0.706 which is reliable (α) = (0,830). The Authoritative validity scale with corrected item-total correlations ranges from 0.332 to 0,702 which is reliable (α) = (0,848). The Difficulties in Emotion Regulation (DERS) validity scale corrected item-total correlations ranges from 0.441 to 0,845 which is reliable (α) = (0,965). The results of the normality test using Kolmogorov-Smirnov show $p < 0.05$, indicating that the data is not normally distributed. The data was not normal so a Man Whitney test was conducted to determine the difference in emotion

dysregulation between male and Female Correlations test between parenting styles (permissive, authoritarian, authoritative) and emotional dysregulation that used Spearman.

Results

Table 1. Characteristic of the Respondents

Variable	Category	Frequency	Mean	SD
Age	18 years old	7	20.62	1.280
	19 years old	16		
	20 years old	39		
	21 years old	57		
	22 years old	12		
	23 years old	5		
	24 years old	4		
	25 years old	1		
Gender	Man	39	1.73	0.445
	Woman	102		

In this study respondents represented various ethnic groups, including Javanese (84 individuals), Chinese (17), Sundanese (16), Betawi (5), Balinese (2), Bugis (3), Batak (4), Makassar (1), Manggarai (1), Dayak (1), Javanese-Chinese (5), and Javanese-Sundanese (1). Respondents came from various regions in Indonesia such as Central Java D I Yogyakarta, East Java, Bali, South Sulawesi , DKI

Jakarta, West Java, Lampung, Banten, South Sumatra. Analysis by gender using Mann Whitney U Test (N = 141) showed there was no significant between men and women in their level of emotion dysregulation $U = 189$, $Z = 0,281$ ($p > 0,05$). There were no differences between male and female on all aspects of emotion dysregulation.

Table 2. Correlations between Parenting Styles and emotion dysregulation

Parenting	Emotional Dysregulation	Aspects of Emotional Dysregulation						
		Non Acceptance	Goal	Impulses	Awareness	Strategic	Clarity	
Permissive	- 0,223**	-0,130	0,292**	- 0,239**	- 0,147	- 0,174*	- 0,193*	
Authoritarian	0,226**	0,131	0,180 *	0,221*	0,148	0,252**	0,187*	
Authoritative	-0,032	-0,007*	-0,066	-0,019	-0,040	- 0,018	0,085	

* $p<0,05$

** $p<0,01$

Based on the table of correlation coefficient values using Spearman analysis, the

relationship between Permissive parenting and emotional dysregulation is ($r = - 0,223$, $p < 0,01$)

indicating the relationship is in the weak category. The negative correlation value shows that the higher the Permissiveness, the lower the emotional dysregulation is significant. The correlation value between Authoritarian parenting and emotional dysregulation is ($r = 0,226$, $p < 0,01$) indicating the relationship is in the very weak category. The positive correlation value shows that the higher the Authoritarian parenting style, the higher the emotional and the correlation is significant. The correlation value between authoritative parenting and emotional dysregulation is ($r = - 0,032$, $p > 0,05$) indicating the relationship is in the very weak category. The negative correlation value shows that the higher the authoritative parenting style, the higher the emotional dysregulation and the correlation is insignificant. As an additional analysis, each parenting style was analyzed with each aspect of emotional dysregulation.

Permissive Parenting Style In the Non-Acceptance aspect, the relationship with permissive parenting is ($- 0,130$, $p > 0,05$) indicating the relationship is in the very weak category and insignificant. The negative correlation value shows that the higher the permissive parenting style, the lower Non-Acceptance and significance. The Goal aspect, the relationship with permissive parenting is ($r = - 0,292$, $p < 0,01$) indicating the relationship is in the moderate category. The negative correlation value shows that the higher permissive parenting style, the lower the goal. In the Impulse aspect, the relationship with permissive parenting is ($r = - 0,239$, $p < 0,01$) indicating the relationship is in the very weak category. The negative correlation value shows that the higher the permissive parenting style, the lower the Impulse. In the Awareness aspect, the relationship with permissive parenting is ($r = - 0,147$, $p > 0,05$) indicating the relationship is in the very weak category. The negative correlation value shows that the higher permissive parenting style the lower the Awareness. In the

strategic aspect, the relationship with permissive parenting is ($r = - 0,174$, $p < 0,05$) indicating the relationship is in the very weak category. The negative correlation value shows that the higher permissive parenting style, the lower the strategic. Clarity aspect, the relationship with permissive parenting is ($r = - 0,193$, $p < 0,05$) indicating the relationship is in the very weak category. The negative correlation value shows that the higher the permissive parenting style, the lower the Clarity.

Authoritarian Parenting Style

In the Non Acceptance aspect, the relationship with Authoritarian parenting is ($r = 0,13$, $p > 0,05$) indicating the relationship is in the very weak category. The positive correlation value shows that the higher the Authoritarian parenting, the higher Non Acceptance aspect. In the Goal aspect, the relationship with Authoritarian parenting is ($r = 0,180$, $p < 0,05$) indicating the relationship is in the very weak category and significance. The positive correlation value shows that the higher the Authoritarian parenting style, the lower the Goal. In the Impulse aspect, the relationship with Authoritarian parenting is ($r = 0,221$, $p < 0,05$) indicating the relationship is in the very weak category. The positive correlation value shows that the higher the Authoritarian parenting style, the higher the impulse. In the Awareness aspect, the relationship with Authoritarian parenting is ($r = 0,148$, $p > 0,05$) indicating the relationship is in the very weak category and insignificant. In the strategic aspect, the relationship with authoritarian parenting is ($r = 0,252$, $p < 0,01$) indicating that the relationship is quite strong. The positive correlation value shows that the higher the permissive parenting style, the higher the strategic aspect. In the Clarity aspect, the relationship with Authoritarian parenting is ($r = 0,187$, $p < 0,05$) indicating the relationship is in the very weak category. The positive correlation

value shows that the higher the Authoritarian parenting style, the higher the Clarity.

In the Non-Acceptance aspect, the relationship with Authoritative parenting is ($r = -0,007, p < 0,05$) indicating the relationship is in the very weak category and significant. The negative correlation value shows that the higher the Authoritative parenting style, the lower the Non-Acceptance. In the Goal aspect, the relationship with Authoritative parenting is ($r = -0,066, p > 0,05$) indicating the relationship is in the very weak category but is not significant. In the Impulse aspect, the relationship with Authoritative parenting is ($r = -0,019, p > 0,05$) indicating the relationship is in the very weak category and is insignificant. In the Awareness aspect, the relationship with Authoritative parenting is ($r = -0,040, p > 0,05$) indicating the relationship is in the very weak category and is insignificant. In the Strategic aspect, the relationship with Authoritative parenting is ($r = -0,018, p > 0,05$) indicating the relationship is in the very weak category and is insignificant. In the Clarity aspect, the relationship with Authoritative parenting is ($r = -0,085, p > 0,05$) indicating the relationship is in the very weak category and is not significant. Authoritative parenting is only in the Non Acceptance aspect with $p < 0,05$ so the correlation is significant.

Discussion

This research determines the relationship between perceived maternal parenting style and emotional dysregulation in college students. From this research, permissive and authoritarian parenting had a more significant influence on specific aspects of emotion dysregulation than authoritative parenting. Permissive parenting seems to be more helpful in reducing some specific emotional difficulties, while authoritarian parenting tends to increase aspects of emotion dysregulation. Authoritative parenting, however has a more limited effect in significantly

Authoritative Parenting Style

reducing emotion dysregulation, except in the aspect of Non acceptance. This suggests that each parenting pattern has a different impact on the development of emotion regulation in individuals.

Permissive parenting has a significant negative correlation with emotional dysregulation, meaning that the higher the implementation of permissive parenting, the lower the individual's tendency to experience dysregulation. The correlation between permissive parenting and specific aspect of emotional dysregulation shows variations. This parenting style has a significant negative impact on the goal, impulse, strategic and clarity aspects, which means that permissive parenting can help individuals be better able to set goals, control impulses, think strategically, and have emotion clarity. Meanwhile, the correlations with non acceptance and awareness is negative but not significant, indicating that parenting has less influence on emotional acceptance and emotional awareness.

Although there is a significant relationship between permissive parenting and emotional dysregulation, and all aspects have a negative correlation. Permissive parents show a lot of affection and little restraint. They are frequently exceedingly attentive to their children's needs. These parents may want to be democratic in their parenting, but they lack the assertiveness required to carry out punitive techniques. (Baumrind, 1971). Children who are raised in an environment that provides freedom to explore and take initiative tend to become more creative and independent individuals (Sukamto & Fauziah, 2020). Permissive parenting provides an opportunity for children to learn and express their emotions independently.

The research results show a significant relationship between Authoritarian parenting and emotional dysregulation. In line with previous research, there is a significant relationship

23 between maternal authoritarian parenting and intentions to self-harm through emotional regulation difficulties in adolescents. (Setyowati & Fairuzinda, 2023). The authoritarian parenting style experienced by abandoned children in China has a direct impact on the difficulty of emotional regulation strategies (Liu, 2020). In this study, the research subjects were adults, when compared with previous research with children and adolescent subjects, the similarity was that there was a relationship between authoritarian parenting and emotional dysregulation.

5 Authoritarian parenting has a positive correlation with all aspects of emotional dysregulation. Authoritarian parenting has a very weak but significant correlation with the clarity aspect. Authoritarian parenting seeks to shape, control, and evaluate children's behavior and attitudes by predetermined and absolute standards of behavior, making it difficult for children to express emotions. In line with previous research, authoritarian parenting patterns, high demands, and unresponsive parents, make children unable to express their opinions or emotions. (Nathania, Satiadarma & Wati, 2021).

24 25 Authoritarian parenting has a fairly strong correlation with strategic aspects. Children who are raised with an Authoritarian parenting style can have difficulty developing emotional regulation strategies in dealing with difficult emotional situations, thus making individuals helpless in dealing with negative emotions. Children with an Authoritarian Parenting Style have strategic emotions that are considered less adaptive, avoidance, rumination, suppression, and blame towards themselves and others (Nathania, Satiadarma & Wati, 2021). There is a significant positive correlation between authoritarianism and difficulty in controlling impulses. People raised with an authoritarian parenting style have higher levels of aggression, are shy, and cannot make their own decisions. This aggression can remain uncontrolled because they have difficulty

26 managing their anger due to a lack of proper guidance. (Sanvictores & Mendez, 2021). Even though there is no significant relationship between authoritative parenting and emotional dysregulation, all aspects have a negative correlation.

27 Authoritative parenting provides warmth, patience, and two-way communication with children, can understand children's emotions or feelings, and helps children to deal with children's emotions so that children can regulate emotions. According to Santrock (2014), individuals with authoritative parenting styles have good emotional regulation abilities. In accordance with previous research, There is a significant positive relationship between authoritative parenting and emotional regulation. The higher the authoritative parenting pattern, the higher the emotional regulation, and conversely, the lower the authoritative parenting pattern, the lower the emotional regulation (Soetjiningsih, 2024).

The significant relationship between authoritarian parenting and emotional dysregulation can be used as a reference for the importance of balancing control with emotional support and warmth. Some of the impacts of emotional dysregulation are stress and depression, so if parents can use parenting patterns such as Authoritative and Permissive, they can minimize children experiencing emotional dysregulation. For mental health practitioners, if they get clients with emotional dysregulation, they need to consider the background of the parents parenting patterns.

This research has several strengths, namely that it does not only test one particular parenting pattern but tests three categories of parenting patterns and emotional dysregulation so that it can see the differences in each parenting pattern. Research is not only limited to relationships in general but also carries out additional analysis to explore the relationship between each category of parenting style and each aspect of emotional dysregulation. In the research,

respondents were not limited to certain areas but included students in Indonesia who were recruited through social media so that the coverage was wider and more diverse. Apart from that, the research offers a new contribution, considering that previous studies in Indonesia focused more on the relationship between parenting styles and emotional regulation abilities, but not many have specifically investigated the relationship between parenting patterns and emotional dysregulation.

This research uses a self-report method which can cause inaccurate memory bias about the parenting style received. Even though there is a correlation between Authoritarian parenting and emotional dysregulation, it cannot be concluded that Authoritarian parenting causes emotional dysregulation because it does not pay attention to other factors. So to overcome the limitations of this research, future research can use a cross-sectional design to determine cause-effect relationships. Future research could use a longitudinal design to explore more deeply the correlation between parenting styles and emotional dysregulation. This research focuses on the mother's parenting style, further research can focus on the father or both parents. Much research has been carried out on parenting patterns and emotional regulation, but research on parenting patterns and emotional dysregulation, especially in Indonesia, is still limited. So that future research can conduct

References

Azwar,S(2012).Reliabilitas dan Validitas.Ed.4.Yogyakarta, Pustaka Pelajar.

Buri, J. R. (1991). Parental Authority Questionnaire. *Journal of Personality Assessment*, 57(1), 110–119. https://doi.org/10.1207/s15327752jpa570_1_13

Cahyani, (2022) Hubungan Antara Gaya Pengasuhan Authoritative, Authoritarian Dan Permissive Dengan Kecerdasan

research on parenting patterns with emotional dysregulation specifically by considering special factors such as culture, ethnicity, religion, beliefs, and domicile.

Conclusions

The findings of this study can provide a detailed understanding of the three types of parenting styles and their relationship with each aspect of emotional dysregulation. Studies show that only Authoritarian parenting is positively correlated with all aspects of emotional dysregulation. Permissive parenting is negatively correlated with all aspects of emotional dysregulation. On the other hand, Authoritative parenting is negatively correlated with all aspects of emotional dysregulation except clarity. Although the correlation between Authoritative parenting and emotional dysregulation is insignificant. This study concludes that there is a relationship between authoritarian parenting and permissive parenting with emotion dysregulation. Meanwhile, authoritative parenting does not have a significant correlation.

Acknowledgment

The author would like to thank all research respondents who participated in this research.

Emosional Pada Remaja Yang Tinggal Bersama Ibu Yang Bercerai.

Das, R. (2022). Relationship Between Perceived Parenting Style and Emotional Regulation Ability Among Indian Young Adults. *International Journal of Indian Psychology*, 10(4), 001-010. DIP:18.01.001.20221004, DOI:10.25215/1004.001

Eisenberg, N., Fabes, R. A., Guthrie, I. K., & Reiser, M. (2000). Dispositional emotionality and regulation: their role in predicting quality of social functioning. *Journal of personality*

and social psychology, 78(1), 136. <http://dx.doi.org/10.1037/0022-3514.78.1.136>

Erikson, E. (1959). Theory of identity development.

Gratz, K. L., & Roemer, L. (2004). Multidimensional assessment of emotion regulation and dysregulation: Development, factor structure, and initial validation of the difficulties in emotion regulation scale. *Journal of psychopathology and behavioral assessment*, 26, 41-54. <https://doi.org/10.1023/B:JOPA.00000007455.08539.94>

Gross, J. J. (1998). The emerging field of emotion regulation: An integrative review. *Review of general psychology*, 2(3), 271-299. <http://dx.doi.org/10.1037/1089-2680.2.3.271>

Gross, & Thompson (2007) Thompson, G. (2007). Emotion regulation. New York: The Guilford Press.

Hurlock. (2013). Psikologi Perkembangan Suatu Pendekatan Sepanjang Rentang Kehidupan Ed Kelima. Jakarta: Erlangga

Kuppens, S., Ceulemans, E. Parenting Styles: A Closer Look at a Well-Known Concept. *J Child Fam Stud* 28, 168–181 (2019). <https://doi.org/10.1007/s10826-018-1242-x>

Liu, X. (2020). Parenting styles and health risk behavior of left-behind children: The mediating effect of cognitive emotion regulation. *Journal of Child and Family Studies*, 29, 676-685. <https://doi.org/10.1007/s10826-019-01614-2>

Lumen Learning. (2016). Boundless psychology: Human development.

Nabilah, S. M., & Hadiyati, F. N. R. (2022). HUBUNGAN ANTARA KELEKATAN PADA IBU DAN REGULASI EMOSI REMAJA PADA SISWA KELAS X DAN XI SMA BOARDING SCHOOL. *Jurnal EMPATI*, 10(5), 305-309. <https://doi.org/10.14710/empati.2021.32931>

Nathania, M., Satiadarma, M. P., & Wati, L. (2022, April). Adolescent emotion regulation who were raised with authoritarian parenting style. In 3rd Tarumanagara International Conference on the Applications of Social Sciences and Humanities (TICASH 2021) (pp. 1786-1790). Atlantis Press. DOI:10.2991/assehr.k.220404.290

Morris, A. S., Criss, M. M., Silk, J. S., & Houltberg, B. J. (2017). The impact of parenting on emotion regulation during childhood and adolescence. *Child development perspectives*, 11(4), 233-238. <https://psycnet.apa.org/doi/10.1111/cdep.12238>

Mubarok, P. P. (2016). Program pengasuhan positif untuk meningkatkan keterampilan mindful parenting orangtua remaja. *Psypathic: Jurnal Ilmiah Psikologi*, 3(1), 35-50. <https://doi.org/10.15575/psy.v3i1.1095>

Murphy, M. (2011). Emerging adulthood in Ireland: Is the quarter-life crisis a common experience?.

Orenstein, G. A., & Lewis, L. (2022). Eriksons stages of psychosocial development. In StatPearls

Power, T. G. (2013). Parenting dimensions and styles: a brief history and recommendations for future research. *Childhood Obesity*, 9(s1), S-14. <https://doi.org/10.1089/chi.2013.0034>

Pratama, T. S., & Suprihatin, T. (2022). Hubungan Antara Efikasi Diri dan Regulasi Emosi dengan Stres Akademik pada Mahasiswa Fakultas Kedokteran Universitas Islam Sultan Agung Semarang. Prosiding Konstelasi Ilmiah Mahasiswa Unissula (KIMU) Klaster

Putra, D. E., Nelwati, N., & Fernandes, F. (2023). Hubungan depresi, stres akademik dan

regulasi emosi dengan ide bunuh diri pada mahasiswa. *Jurnal Keperawatan Jiwa*, 11(3), 689-706.

Reivich & Shatte. (2002). The resilience factor. New York: Three Rivers Press.

Rademacher, A., Zumbach, J. & Koglin, U. Parenting Style and Child Aggressive Behavior from Preschool to Elementary School: The Mediating Effect of Emotion Dysregulation. *Early Childhood Educ J* (2023). <https://doi.org/10.1007/s10643-023-01560-1>

Sanvictores, T., & Mendez, M. D. (2021). Types of parenting styles and effects on children. <https://europepmc.org/article/nbk/nbk568743?fbclid=iwar1uqh4cf0ltg2bfffotndeifpjgg2wi-d54vvtqkcvqt9fkxka3jtak9yk&client=bot#impact>

Setyowati, R., & Fairuzindra, N. (2023). Peran Kesulitan Regulasi Emosi Dalam Memediasi Pola Asuh Otoriter Ibu Dengan Intensi Menyakiti Diri Pada Remaja. Insight: *Jurnal Pemikiran dan Penelitian Psikologi*, 19(1), 72-89. DOI: 10.32528/ins.v%vi.i.10815. <http://jurnal.unmuhjember.ac.id/index.php/INSIGHT/article/view/SEF/4465>

Setiono, Andrew. (2020) Kemampuan Regulasi Emosi Sebagai Faktor Yang Memengaruhi Masalah Mental Emosional Pada Mahasiswa Tahun Pertama Universitas Indonesia Emotion Regulation Ability as a Factor Influencing Mental Emotional Problems among First Year College Students at Universitas Indonesia." Universitas Indonesia Library, Fakultas Psikologi Universitas Indonesia. <https://lib.ui.ac.id/detail?id=20504074&lokasi=lokal>

Septiani, T., & Fitria, N. (2016). Hubungan antara resiliensi dengan stres pada mahasiswa sekolah tinggi kedinasan. *Jurnal penelitian psikologi*, 7(2), 59-76.

Soetjiningsih, C. H. (2024). Pola Asuh Otoritatif dan Regulasi Emosi pada Remaja Akhir. G-Couns: *Jurnal Bimbingan dan Konseling*, 8(2), 653-660. <https://doi.org/10.31316/gcouns.v8i2.5572>

Shaw, Z. A., & Starr, L. R. (2019). Intergenerational transmission of emotion dysregulation: The role of authoritarian parenting style and family chronic stress. *Journal of Child and Family Studies*, 28, 3508-3518. <https://doi.org/10.1007/s10826-019-01534-1>

Sya'diyah, H., Hanggarani, N. R., & Ariyanti, A. F. (2022). Kesulitan regulasi emosi pada dewasa awal dengan moderate depression. *MEDIAPSI*, 8(1), 16-27. <https://doi.org/10.21776/ub.mps.2022.008.01.296>

Syachfitri, L., Rahman, S., & Fadhiya, R. (2023). Pengaruh Pola Asuh Orang Tua terhadap Tingkat Stres Akademik pada Remaja. *Journal on Teacher Education*, 4(3), 532-540. <https://doi.org/10.31004/jote.v4i3.12311>

Sudirman,(2022). Mahasiswa Rentan Alami Stres dan Depresi, Ini Penyebabnya . <https://www.detik.com/jabar/berita/d-6277414/mahasiswa-rentan-alami-stres-dan-depresi-ini-penyebabnya>

Thomas, C., & Zolkoski, S. (2020). Preventing stress among undergraduate learners: The importance of emotional intelligence, resilience, and emotion regulation. *In Frontiers in Education* (Vol. 5, p. 94). Frontiers Media SA.

Wolff, J. C., Thompson, E., Thomas, S. A., Nesi, J., Bettis, A. H., Ransford, B., ... Liu, R. T. (2019). Emotion dysregulation and non-suicidal self-injury: A systematic review and meta-analysis. *European Psychiatry*,

59, 25–36.

doi:10.1016/j.eurpsy.2019.03.004

