

## THE RELATIONSHIP BETWEEN PARENTING STYLE AND SOCIAL MATURITY OF STUDENTS AT INTEGRATED ISLAMIC JUNIOR HIGH SCHOOL X

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**Abstract.** This research aims to examine the relationship between parenting styles and the social maturity of students. The research design used in this study is correlational quantitative. The population of this study is students from the Sekolah Menengah Pertama Islam Terpadu X. The sampling technique used is total sampling, resulting in a total of 83 respondents. Data collection was conducted using the Parenting Style and Dimensions Questionnaire-Short Version (PSDQ-Short Version) and the Vineland Social Maturity Scale (VSMS). The data analysis technique used was the Product Moment Pearson Correlation analysis. Based on the hypothesis results, a p-value of 0.004 was obtained, which is less than 0.05, and an r-value of 0.310, indicating that there is a relationship between parenting style and the social maturity of students. Authoritative parenting is positively related to social maturity, while authoritarian and permissive parenting have a negative relationship with social maturity.

**Keywords:** Parenting Style, Social Maturity, Student

**Abstrak.** Penelitian ini bertujuan untuk melihat hubungan gaya pengasuhan orang tua terhadap kematangan sosial siswa. Desain penelitian yang dipakai pada penelitian ini adalah kuantitatif korelasional. Populasi penelitian ini adalah siswa sekolah menengah pertama islam tepadu X. Teknik sampel yang dipakai adalah teknik total sampling dan diperoleh sebanyak 83 orang responden. Pengambilan data menggunakan skala pola asuh *Parenting Style and Dimensions Questionnaire-Short Version* (PSDQ-Short Version) dan skala kematangan sosial *Vineland Social Maturity Scale* (VSMS). Teknik analisis data yang dipakai adalah analisis *Product Moment Pearson Correlation*. Berdasarkan hasil hipotesis diperoleh nilai p sebesar  $0,004 < 0,05$  dan nilai r sebesar 0,310, yang artinya terdapat hubungan gaya pengasuhan terhadap kematangan sosial siswa. Pola asuh otoritatif berhubungan secara positif serta pola asuh otoriter dan permisif memiliki hubungan yang negatif dengan kematangan sosial.

**Kata Kunci:** Gaya Pengasuhan, Kematangan Sosial, Siswa

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### INRODUCTION

A student is an individual who is registered and currently studying at an educational institution known as a school. Junior high school students in their developmental phase are categorized into early adolescence (Hurlock, 2003). Adolescence is a phase of change that begins from the childhood period to the adult period, in which there are changes that occur in

physical, cognitive and psychosocial (Papalia et al., 2009). Psychosocial changes are developments that adolescents go through that relate to their interactions with the surrounding environment (Handayani et al., 2021). Hurlock (2003) also added that to be able to interact with the surrounding environment properly, adolescents have a developmental task, namely achieving social maturity, because adolescents are required to have behavior that is in accordance with the surrounding environment and including being able to adjust to the applicable rules and expectations in society. Rifai (2007) explained that socially mature adolescents are individuals who can accept other people without coercion, are reluctant not to help others, free and develop themselves from the childhood period which is characterized by still depending on both parents, can create reasonable friendships with the opposite or same sex, and can adjust to the norms and rules applied in the surrounding environment (Ananda & Kristiana, 2017).

Yasmita (2007) mentioned in the research involving junior high school students at State Junior High School 14 Kabupaten Sijunjung that the level of social maturity of students tends to be low that the level of social maturity among the students tends to be still low. It can be seen that there are still many students who have not been able to socialize well with their peers, which can be seen by students who are still alone, away from peer groups, ridiculed by their own friends, ostracized, not good at communicating, where during breaks many choose to stay in the classroom rather than going to the canteen and during learning time there are still those who tease their friends.

Based on an interview with the principal of sekolah menengah pertama islam terpadu x, it was found that students social maturity tended to be low. This can be seen when many students tend to be less focused in paying attention to the teacher during learning hours and there are also those who chat with friends and even tease friends during learning hours. In terms of student initiative, it is decreasing every year, such as when the teacher asks students for help, they must focus on the student's name, because otherwise they will not want to do it. In daily relationships, there are still many students who still mock in another students. Students also still need to be trained to apply proper manners and behavior at school. The students' lack of social sensitivity can also be seen when they only reprimand the teacher who teaches them and their social interactions are still not good.

Individuals who cannot achieve social maturity will have difficulty facing their next stage of development (Maity et al., 2017). Individuals who have not entered adolescence and do not have social maturity can still be accepted by their social environment, while adolescents who do not have social maturity will experience a tendency of problems in their social environment

(Maity et al., 2017) & (Ghosh, 2018). Adolescents who do not have social maturity are shown by not being good at utilizing leisure opportunities, not being able to accept other individuals, not being able to cooperate with people, not being able to compete healthily, not being good at understanding their own abilities and having a pessimistic attitude, so that the opportunity for adolescents to behave aggressively will be greater (Furqona, 2009).

Firin, et al (1994) explain that social maturity can be influenced by several factors, namely family circumstances, gender and parenting style (Indriana & Windarti, 2008). Parenting style plays an important role in caring, building, providing assistance, and providing direction to children during a crucial phase of development (Umairah & Ichsan, 2019). Vaknin expressed parenting style as "the upbringing of a child is how the relationship between the child and the parents during the parenting period" (Islam & Rahmat, 2022). Parenting style is also the control of parents over children involving behavioral arrangements and interactions between parents and children, including making rules, using mechanisms, giving rewards and punishments, giving attention, and responding to children, all of this aims to help children acquire adulthood based on applicable norms (Santrock, 2002).

Baumrind (1966) states that there are 3 parenting styles in educating children, namely the first authoritarian parenting style is a way of parenting in which strict limits and punishments are set by parents, the second democratic parenting is to make children independent by applying limits and rules to children, the third permissive parenting style is a parenting style that applies few rules and limits to children. Democratic parenting is positively associated with children's social maturity compared to permissive and authoritarian parenting styles (Baumrind, 1966). For authoritarian parenting style, according to a study conducted by Lamborn et al., (1991) children from families that use an authoritarian parenting style will tend to show low social skills and difficulties in adapting emotionally due to the lack of opportunity to learn interaction skills through a more supportive and dialogic approach. Meanwhile, according to Doinita & Maria (2015), it is explained that parents who practice a permissive parenting style make children's social skills poor, weak identity, poor self-concept and responsibility so that it makes it difficult for children to enter the surrounding environment, and lack of respect for rules and other people, so that children will not reach their social maturity properly.

Based on the description of the research above, it can be concluded that there is a relationship between parenting styles and social maturity. Previous studies conducted by Naik & Saimons (2014) explained that there is a significant correlation between the parenting style used by both parents and adolescent social maturity. Which can be said that the social maturity of adolescents is influenced by how parents take care of them or the parenting style of parents.

## METHODS

This research is a study using quantitative research methods. Sugiyono (2021) explained that quantitative research is a technique in research that uses certain populations and samples to be investigated. The data collected in this method is carried out using instruments that have been proven valid and reliable, and the results are analyzed using statistical techniques. Quantitative research has the aim of analyzing hypotheses that have been previously compiled. Siyoto & Sodik (2015) say quantitative methods also involve measuring social phenomena by explaining the problems, variables, and indicators involved in the study.

The population of this study were all students of sekolah menengah pertama islam terpadu x with a total of 80 respondents. The sample technique used is total sampling. Total sampling is a sampling technique using all the population (Sugiyono, 2017). This is done because the population is less than 100 according to Sugiyono (2017) so that all populations become research samples with this total sample technique of 83 students. The data collection technique used is the Parenting Style and Dimensions Questionnaire-Short Version (PSDQ Short Version) based on the adolescent perspective adapted by Rachmayani & Zabrina (2023) for parenting style variables and the Vineland Social Maturity Scale (VSMS) developed by Doll (1965) for social maturity variables. After that, data analysis was carried out using Pearson Correlation with the help of the Spss.

## RESULTS

### Data Description

Participants in this study were students who studied at x integrated Islamic junior high school totaling 83 people. To each student, a research questionnaire for the parenting scale was given in the form of google form with a total of 32 items in which the filling was accompanied by the researcher. For the measurement of social maturity, it was filled in directly by the researcher by conducting questions and answers with the participants.

**Tabel 1.** Data categories of parenting variables

Parenting Type	Score	Categorization	F	Percentage
Authoritative	$X < 35$	Low	36	43, 4 %
	$35 \leq X < 55$	Medium	27	32, 5 %
	$55 \leq X$	High	20	24, 1 %
	<b>Total</b>		<b>83</b>	<b>100 %</b>
Authoritarian	$X < 28$	Low	50	60, 2 %
	$28 \leq X < 44$	Medium	22	26, 5 %
	$44 \leq X$	High	11	13, 3 %
	<b>Total</b>		<b>83</b>	<b>100 %</b>

Permissive	$X < 12$	Low	44	53 %
	$12 \leq X < 18$	Medium	29	34, 9 %
	$18 \leq X$	High	10	12 %
<b>Total</b>			<b>83</b>	<b>100 %</b>

Table 1 shows that in the categorization of types in the parenting variable. In the type of authoritative parenting there were 36 participants (43, 4%) in the low category, 27 participants (32, 5%) in the medium category, and 20 participants (24, 1%) in the high category. Then for the type of authoritarian parenting there were 50 participants (60, 2%) in the low category, 22 participants (26, 5%) in the medium category, and 11 participants (13, 3%) for the high category. For the type of permissive parenting 44 participants (53%) in the low category, 29 participants (34, 9%) in the medium category, and 10 participants (12%) in the high category.

**Tabel 2.** Social Maturity Categories

Category	Frequency	Percentage
Above Age	28	37, 73 %
Average Age	6	7, 22 %
Underage	49	59, 04 %
<b>Total</b>	<b>83</b>	<b>100 %</b>

In table 2, the social maturity of participants for the category under social age is 49 participants (59.04%), then with the average social age category only 6 participants (7.22%), and for above social age as many as 28 participants (37.73%).

### Normality Test Result

The normality test is carried out to determine the residual value in the participants answer to the analyzed variable whether it is normally distributed or not. In this study, the data normality test used was the one sample Kolmogorov Smirnov test. Where the data is considered normally distributed if the *Asymp. Sig* > 0.05 or greater than 0.05, otherwise if *Asymp. Sig* < 0.05 or smaller than 0.05, the data is said to have no normal distribution.

**Tabel 3.** Normality test of research data

	<i>Unstandardized Residual</i>	Description
N	83	
<i>Asymp. Sig (2-tailed)</i>	.200	Normal

In table 3 the scale of parenting and social maturity has an *Asym. Sig (2-tailed)* of 0.200, this shows that the value of 0.200 > from 0.05 and it can be concluded that the scale of parenting and social maturity has normally distributed data.

### Linearity Test Result

The linearity test is used to see the data presented has a linear relationship. In this study, decision making can be said to be linear if the deviation from linearity value  $> 0.05$  or a large value of 0.05.

**Tabel 4.** Linearity test of research data

	<b>F</b>	<b>Sig.</b>	<b>Description</b>
<b>Parenting</b>	1.431	.126	Linear
<b>Authoritative</b>	1.101	.383	Linear
<b>Authoritarian</b>	.635	.910	Linear
<b>Permissive</b>	.885	.588	Linear

Table 4 shows that parenting is linearly related to social maturity with a sig value of 0, 126 which is greater than 0.05. For authoritative parenting is linearly related to social maturity with a sig result of 0.383  $> 0.05$ . Then authoritarian parenting is linearly related to social maturity, namely with a sig result of 0.910  $> 0.05$ . And permissive parenting is linearly related to social maturity, which is seen from the sig result of 0.588  $> 0.05$ .

### Hypothesis Test Result

The hypothesis test used in this study is the Pearson correlation product moment statistical technique, which aims to see the correlation between parenting styles and social maturity. In this study, decision making can be said to be related or correlated if the sig value, (2-tailed)  $< 0.05$ . The following is the value of the product moment pearson correlation test:

**Tabel 5.** Pearson correlation test

	<b>Pearson Correlation</b>	<b>Sig. (2-tailed)</b>	<b>Description</b>
Parenting	.310	.004	Correlated
Authoritative	.525	.000	Correlated
Authoritarian	-.227	.039	Correlated
Permissive	-.220	.046	Correlated

Table 5 shows the results of sig. (2-tailed) parenting is 0.004  $< 0.05$  and pearson correlation 0.310. Which can be said that parenting with social maturity has a significant relationship. So it can be said that  $H_a$  is accepted and  $H_o$  is rejected, which means that there is a relationship between parenting patterns and the social maturity of students at sekolah menengah pertama islam terpadu x. Furthermore, for the type of authoritative parenting shows sig, (2-tailed) 0.00  $< 0.05$  and pearson correlation of 0.525, this shows that authoritative parenting is significantly related to social maturity, from the correlation results there is a positive relationship. Then for authoritarian parenting get sig results. (2-tailed) 0.039  $< 0.05$  and pearson correlation of -0.227,

from the results the correlation is negative. And finally permissive parenting has a sig value. (2-tailed) worth  $0.046 < 0.05$  and pearson correlation of 0.220.

## DISCUSSION

This study was conducted for the purpose of knowing the relationship or correlation of parenting styles with the social maturity of students at sekolah menengah pertama islam terpadu x. From the research data, it was found that the participants totaled eighty-three people with an age range from 12 years to 15 years. In the social maturity variable, it shows that many participants social maturity is still below social age, namely by dividing participants with social maturity categories below social age as much as 59.04%, after that social maturity above social age is 37.73% and for average social maturity as much as 7.22%. The results of the research hypothesis test found that social maturity has a significant relationship with the parenting methods used by parents, based on the results of the Pearson correlation conducted and obtained a p value of  $0.004 < 0.05$ . So that the conclusion  $H_a$  is accepted, and  $H_0$  is rejected, this shows that there is a correlation between parenting and social maturity of students at sekolah menengah pertama islam terpadu x.

The results also show that authoritative parenting style has a significant relationship with social maturity. This opinion is consistent with research conducted by Baumrind (1966) which explains that authoritative parenting methods have a positive impact on adolescent social maturity, where parents facilitate the development of children's social maturity. So it can be concluded that parents who use authoritative parenting towards their children can increase children's social maturity. Vasiou et al (2023) explain that parents who use authoritative parenting tend to provide clear and consistent direction while remaining responsive to children's needs, which creates an environment that supports children in developing effective social skills, children are better able to manage interpersonal relationships and navigate social situations in a mature and healthy way, which can increase their social maturity.

Authoritarian parenting style also has a significant relationship with social maturity. Based on research conducted by Dewi & Kuntoro (2021) children who grow up in an authoritarian parenting style tend to find it difficult to build healthy social skills, are less able to manage effective social interactions and are less able to develop themselves independently, so that children have problems adapting to social situations and forming positive interpersonal relationships. From this the relationship between authoritarian parenting style and social maturity is negatively correlated, this is also shown in the results of research data processing. Authoritarian parenting, which is characterized by strict control and lack of flexibility in

communication, can significantly affect children's social maturity. In this parenting pattern, parents tend to enforce strict rules and expect absolute obedience from their children without providing room for discussion or dissent. This often limits children's opportunities to develop social skills such as problem solving, effective communication and empathy. Children raised in an authoritarian environment may find it difficult to relate to others and manage social interactions because they are unfamiliar with negotiation or decision-making processes that involve compromise (Baumrind, 1966).

Permissive parenting methods have a significant relationship with social maturity as seen in the results of the research correlation test. In line with a study conducted by Jin (2023) who said that parents who use permissive parenting tend to hinder the development of children's social maturity. Children who grow up in permissive parenting will find it difficult to develop the social skills necessary to interact effectively with others, less able to adjust to social rules and the demands of their social environment. Research conducted by Li (2022) explains that permissive parents are characterized by giving high freedom to children with low control so that it inhibits the development of their social maturity, which makes it difficult for children to assess social expectations and behavioral boundaries that are in accordance with their social norms or environment.

The limitation in this study is that the reference sources for parenting with social maturity are rarely studied so that researchers have difficulty in obtaining adequate data. So that in this study using a broader and less specific source with the research title. The next limitation in this research is that the participants in this study only focused on early adolescents aged 12 years to 15 years, so that the data obtained did not include relevant dynamics from other age groups, such as late adolescents. This may limit the generalizability of the research findings and suggests the need for further research involving a more diverse age group to get a more complete picture.

## **CONCLUSIONS**

In this study, students' social maturity was in the low category. The hypothesis for this study is accepted, namely that there is a correlation or relationship between parenting styles and the social maturity of students at Sekolah Menengah Pertama Islam Terpadu X. In the type of authoritative parenting style with social maturity is significantly related which is positively correlated. Then for the type of authoritarian parenting style with social maturity is significantly related which is negatively correlated. For the type of permissive parenting with social maturity is significantly related which is negatively correlated.

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