

The Effect of Parenting Styles, Self-Control, and Social Media Use on Student Politeness

Ferawati Fajrin Alawiyah¹, Wibowo Heru Prasetyo^{1,*}

¹ Faculty of Teacher Training and Education, Universitas Muhammadiyah Surakarta, Surakarta, Indonesia

* Corresponding author: Whp823@ums.ac.id

Abstract

Purpose: This study investigates how parenting styles, self-control, and social media use influence the politeness of undergraduate students at Muhammadiyah University of Surakarta. By identifying these relationships, the research aims to shed light on factors contributing to the observed decline in polite behavior among adolescents and inform interventions to promote respectful communication.

Methodology: Adopting a quantitative correlational design, the study surveyed 370 S1 students across multiple faculties at Universitas Muhammadiyah Surakarta (UMS). Standardized questionnaires measured perceived parenting style (authoritative, authoritarian, permissive), individual self-control levels, patterns of social media usage, and self-reported politeness behaviors. Data were analyzed using multiple regression techniques to assess the strength and significance of each predictor's effect on student politeness.

Results: The analysis demonstrated that all three independent variables—parenting styles, self-control, and social media use—exerted positive, statistically significant effects on students' politeness ($p < 0.05$). Authoritative parenting and higher self-control were particularly strong predictors, while balanced, purposeful social media engagement also correlated with more courteous online and offline interactions.

Applications/Originality/Value: By empirically linking family dynamics, individual regulation skills, and digital habits to polite conduct, this study offers a comprehensive framework for educators, counselors, and policymakers aiming to foster respectful behavior. Its findings can guide parent-education programs, campus-based self-control workshops, and digital-literacy initiatives, while providing a theoretical foundation for future research on adolescent social etiquette in digital contexts.

Introduction

Indonesian society is undergoing multidimensional degradation, encompassing economic, social, cultural, and value systems (Febrianshari & Ekowati, 2018). The cultural values that were once highly esteemed have shifted due to the influences of globalization and westernization (Pandiangan, 2024). Nonetheless, society still places high importance on good politeness, viewing it as an essential quality that reflects an individual's character. Good politeness shapes how a person is perceived and evaluated, as it is manifested in one's thinking, speaking, and actions in daily life (Ahmad, 2022). Those who interact and behave with courtesy in society tend to be more respected and appreciated, regardless of their environment (Pertiwi, 2020).

Politeness is crucial for fostering harmony within communities, as it facilitates positive communication with those around us (Asih & Maranatha, 2022). Furthermore, good politeness can help reduce conflicts; for example, a person who thinks carefully before speaking is less likely to offend others (Djuwita, 2017). Conversely, a lack of understanding of politeness may lead to disruptive behavior, such as disrespecting elders, using harsh language with peers, or disregarding elders' guidance (Iwan, 2020). Such behaviors can result in disharmonious relationships among individuals.

According to Iwan (2020), the culture of politeness and friendliness in Indonesia has seen a decline in recent years. This decline is evident in the behavior of the younger generation, who increasingly show a lack of respect and politeness when interacting with peers and older individuals, including their parents. Many young people today tend to use harsh language when speaking with friends (Veronika, 2022). Such behaviors that deviate from polite norms are seen as indicative of declining ethics among today's youth (Djuwita, 2017).

The advancement of technology has further contributed to this shift, as individuals are now inseparable from their devices (Rahmandani, Tinus, & Ibrahim, 2018). The rise of technology has made the internet a primary communication tool, widely embraced by the public (Perssela, Mahendra, & Rahmadiani, 2022). The impact of this technological growth is apparent in the proliferation of popular social media platforms, including Facebook, X, TikTok, Instagram, and others (Martha, 2021). Recent data from APJII (2024) show that Facebook is the most widely used social media platform, with a 64.35% user base, followed by TikTok at 34.36%. This highlights the public's significant reliance on social media.

According to Bakistuta and Abduh (2023), social media has an influence on a person's politeness. On the one hand, social media can strengthen social relationships; on the other, it can negatively impact polite behavior. The prevalence of slang in online communication has been shown to decrease politeness in interactions with both peers and elders (Julia, Kurnia, & Sudin, 2018).

Weak parental supervision of children makes it easier for the negative effects of social media to enter their lives (Perwirawati, 2023). Lack of supervision also contributes to children's dependence on gadgets, causing them to lose track of time and often ignore their obligations, including behaving ethically toward those around them.

The role of parents is crucial in shaping a child's politeness (Claudia & Anwar, 2022). Parents are responsible for educating and teaching children the ethics of good politeness; instilling these values enables effective communication and the building of positive relationships within communities (Mufida, Kanzunnudin, & Ismaya, 2021). Teaching good politeness is challenging; however, if parents succeed, children are more likely to grow into individuals who respect and appreciate others (Iwan, 2020). The values imparted by parents become ingrained, guiding children to regulate their behavior in alignment with societal norms through their parenting experiences (Trismayangsari, Hanami, Agustiani, & Novita, 2023).

Self-control is also essential in regulating behavior (Farhatilwardah, Hastuti, & Krisnatuti, 2019). This ability to manage oneself helps individuals make thoughtful decisions across various situations. For adolescents, strong self-control promotes positive behaviors, particularly in fostering respectful character; those with good self-control are better able to restrain negative impulses (Laia, Sembiring, Gimting, & Sinaga, 2023).

While numerous studies have examined variables influencing politeness, research specifically addressing the impact of self-control on politeness remains limited. Existing studies tend to focus on the relationship between self-control and disciplined behavior (Pujawati, 2015). For instance, Febriani and Sugiarti (2021) emphasize that individuals with strong self-control exhibit more disciplined behaviors, whereas those with lower self-control may engage in negative behaviors. Additionally, comprehensive studies exploring the interconnected effects of parenting styles, self-control, and social media usage on politeness are still scarce, and few focus on student populations as subjects.

Method

Type of study employed a quantitative approach with a correlational research design. The population consisted of 34,495 undergraduate (S1) students from various faculties at Muhammadiyah University of Surakarta. A sample of 370 students was selected. Data were collected using a closed questionnaire technique, employing a likert scale, with five response options. The researcher tested the questionnaire items for validity and reliability with 38 respondents to ensure that the data demonstrated high validity and reliability, thereby strengthening the credibility of the research findings. This validity and reliability testing was intended to confirm whether each questionnaire item effectively measured the variables under study.

Question Item	r count	r table	sig.	Decision
Y.1	0,559	0,320	0,000	Valid
Y.2	0,695	0,320	0,000	Valid
Y.3	0,704	0,320	0,000	Valid
Y.4	0,608	0,320	0,000	Valid
Y.5	0,734	0,320	0,000	Valid
Y.6	0,600	0,320	0,000	Valid
Y.7	0,358	0,320	0,027	Valid
Y.8	0,515	0,320	0,001	Valid
X1.1	0,814	0,320	0,000	Valid
X1.2	0,545	0,320	0,000	Valid
X1.3	0,657	0,320	0,000	Valid
X1.4	0,595	0,320	0,000	Valid
X1.5	0,623	0,320	0,000	Valid
X1.6	0,467	0,320	0,003	Valid
X1.7	0,555	0,320	0,000	Valid
X2.1	0,638	0,320	0,000	Valid
X2.2	0,872	0,320	0,000	Valid
X2.3	0,798	0,320	0,000	Valid
X2.4	0,508	0,320	0,001	Valid
X2.5	0,793	0,320	0,000	Valid
X3.1	0,631	0,320	0,000	Valid
X3.2	0,645	0,320	0,000	Valid
X3.3	0,728	0,320	0,000	Valid
X3.4	0,482	0,320	0,002	Valid
X3.5	0,745	0,320	0,000	Valid

Figure 1. Validity test.

Based on the figure 1, all question items have a calculated r-value greater than the r-table value (0.320) and a significance level (Sig.) of less than 0.05. Therefore, the conclusion is that all question items for each variable are valid and can be used as research instruments.

Variable	Cronbach's Alpha	Standard Alpha	Decision
Y (Student's Politeness)	0,705	0,60	Reliable
X1 (Parenting Styles)	0,682	0,60	Reliable
X2 (Self-Control)	0,731	0,60	Reliable
X3 (Social Media Use)	0,639	0,60	Reliable

Figure 2. Reliability test.

Based on figure 2, since all variables present a Cronbach's Alpha value greater than 0.60, it can be concluded that Y, X1, X2, and X3 are reliable.

Prerequisite Analysis Test Result

Data analysis techniques were arranged systematically according to the study's requirements. To facilitate analysis, the collected data were first tested for normality. In this study, the researchers used the Normality Test, Multicollinearity Test, and Heteroscedasticity Test. The following are the results of the tests conducted.

Table 1. Normality test results.

One-Sample Kolmogorov-Smirnov Test		
Unstandardized Residual		
N		370
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	3.47297351
Most Extreme Differences	Absolute	.046
	Positive	.035
	Negative	-.046

Test Statistic	.046
Asymp. Sig. (2-tailed)	.061 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Table 1 shows a significance (Sig.) value of $0.061 > 0.05$. Therefore, it can be concluded that the research data is normally distributed.

Table 2. Multicollinearity test results.

Model	Coefficients ^a	
	Collinearity Statistics	
	Tolerance	VIF
1 Parenting Styles	.699	1.430
Self-Control	.669	1.495
Social Media Use	.778	1.286

a. Dependent Variable: politeness

Based on the results of the multicollinearity test presented in table 2, all variables have a tolerance value > 0.1 and a VIF value < 10 . Therefore, it could be concluded that the data is no multicollinearity problem in the regression model.

Table 3. Heteroscedascity test results.

Model	Coefficients ^a			
	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t Sig.
1 (Constant)	1.906	.932		2.045.042
Parenting Styles	.009	.032	.018	.284 .776
Self-Control	-.039	.045	-.055	-.859.391
Social Media Use	-.006	.041	-.009	-.150.881

a. Dependent Variable: LN_RES

Based on the table 3, the results of the heteroscedasticity test using the Park test show that the parenting style variable has a significance value (Sig.) of 0.776 (> 0.05), the self-control variable has a Sig. value of 0.391 (> 0.05), and the social media usage variable has a Sig. value of 0.881 (> 0.05). Therefore, it could be concluded that there was no heteroscedasticity in the regression model.

Results and Discussion

The findings from the research and data processing were derived from questionnaire responses collected from 370 undergraduate students across all faculties at Muhammadiyah University of Surakarta.

Table 4. Multiple linear regression analysis result.

Model	Coefficients ^a			
	Unstandardized Coefficients		Standardized Coefficients	
	B	Std. Error	Beta	t Sig.
1 (Constant)	25.332	1.484		17.068.000
Parenting Styles	.105	.052	.121	2.036 .042
Self-Control	.164	.072	.139	2.284 .023
Social Media Use	.139	.065	.121	2.137 .033

a. Dependent Variable: politeness

Based on table 4, the multiple linear regression equation is obtained as follows: $Y = 25.332 + 0.105X_1 + 0.164X_2 + 0.139X_3$. It can be concluded that the constant value (α) is 25.332, indicating that if the independent variables are 0, the value of the dependent variable (student politeness) is 25.332. The regression coefficient for the parenting style variable is 0.105, suggesting that the parenting style variable has a positive effect on student politeness; for every 1% increase in the parenting style variable, student politeness increase by 0.105. Similarly, the regression coefficient for the self-control variable is 0.164, meaning that self-control positively impacts politeness, with every 1% increase in self-control associated with a 0.164 increase in politeness. Lastly, the regression coefficient for the social media usage variable is 0.139, indicating that social media usage positively influences politeness, with every 1% increase in social media usage associated with a 0.139 increase in politeness.

Table 5. T-test results.

Model	Coefficients ^a			t	Sig.
	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta		
1(Constant)	25.332	1.484		17.068	.000
Parenting Styles	.105	.052	.121	2.036	.042
Self-Control	.164	.072	.139	2.284	.023
Social Media Use	.139	.065	.121	2.137	.033

a. Dependent Variable: politeness

Based on the table 5, the parenting style variable (X1) shows a t-value of 2.036, which is greater than the t-table value of 1.967, with a significance value of 0.042 (<0.05). Therefore, it can be concluded that there is an influence of parenting styles on politeness. The digital skills variable (X2) shows a t-value of 2.284 (> t-table 1.967) with a significance value of 0.023 (<0.05), indicating an influence of self-control on politeness. Similarly, the social media usage variable (X3) has a t-value of 2.137 (> t-table 1.967) with a significance value of 0.033 (<0.05), leading to the conclusion that social media usage has an influence on politeness.

Table 6. F-test results.

Model	ANOVA ^a				
	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	450.263	3	150.088	12.342	.000 ^b
Residual	4450.710	366	12.160		
Total	4900.973	369			

a. Dependent Variable: politeness

b. Predictors: (Constant), social media use, parenting styles, self-control

Based on the table 6, the calculated F value is 12.342, which is greater than the F-table value of 2.630, with a significance value (Sig.) of 0.000, which is less than 0.05. This indicates that the independent variables have a simultaneous effect on the dependent variable, demonstrating a combined influence of parenting styles, self-control, and social media usage on politeness.

Table 7. Determination coefficient test results.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.303 ^a	.092	.084	3.487

a. Predictors: (Constant), social media use, parenting styles, self-control

Based on the table 7, the coefficient of determination, as indicated by the Adjusted R Square, is 0.084 or 8.4%. This means that the parenting style, self-control, and social media usage variables collectively explain 8.4% of the variance in politeness, while the remaining 91.6% is accounted for by other variables not included in this study.

The Effect of Parenting Styles on Student Politeness

The results of this study indicate that parenting styles significantly affect students' politeness. Simple linear regression analysis reveals the equation:

$$Y = 25.332 + 0.105 X_1$$

This suggests that higher-quality parenting styles positively influence students' politeness. Hypothesis testing confirms a positive and significant influence between parenting styles and students' politeness, with a calculated *t* value of 2.036 (*t*_{table} = 1.967) and a significance value of *p* = 0.042 (< 0.05). These findings align with Purnomo, Wahid, and Fitri (2023), who reported a significant relationship between parenting styles and politeness. Additionally, Wardah, Hastuti, and Krisnatuti (2019) support this correlation, showing that effective parental socialization methods contribute to improved politeness in adolescents. Thus, the better the parental socialization methods employed, the higher the quality of adolescent character in terms of politeness (Purnomo et al., 2023; Wardah et al., 2019).

The Effect of Self-Control on Student Politeness

The results demonstrate that self-control significantly affects students' politeness. Simple linear regression yields:

$$Y = 25.332 + 0.164 X_2$$

Hypothesis testing shows a positive and significant effect between self-control and students' politeness, with a *t* value of 2.284 (*t*_{table} = 1.967) and *p* = 0.023 (< 0.05). These findings corroborate Wardah, Hastuti, and Krisnatuti (2019), who

confirmed that self-control is significantly and positively related to adolescent politeness—i.e., as self-control increases, so does politeness (Wardah et al., 2019).

The Effect of Social Media Use on Student Politeness

This study shows that the use of social media significantly affects students' politeness:

$$Y = 25.332 + 0.139 X_3$$

Hypothesis testing confirms a positive and significant effect between social media usage and students' politeness, with a t value of 2.137 ($t_{\text{table}} = 1.967$) and $p = 0.033$ (< 0.05). These results align with Putri (2023), who found that TikTok usage positively influences polite behavior, and with Purnomo, Wahid, and Fitri (2023), who validated that smartphone use significantly affects politeness (Putri, 2023; Purnomo et al., 2023).

The Effect of Parenting Styles, Self-Control, and Social Media Use on Student Politeness

The F-test analysis indicates a positive and significant simultaneous influence of parenting styles, self-control, and social media usage on students' politeness. The calculated F value is 12.342, exceeding the F_{table} value of 2.630 ($p < 0.001$). Thus, the independent variables jointly affect the dependent variable. The coefficient of determination (R^2) is 0.084, indicating that 8.4% of the variance in students' politeness is explained by the combined influence of parenting styles, self-control, and social media use; the remaining 91.6% is attributable to other variables not included in this study.

Conclusion

This research shows that parenting styles, self-control, and social media use significantly influence students' politeness. This indicates that the better the parenting styles applied by parents and the higher the level of self-control among students, the more polite behavior they exhibit, even in their use of social media. Although this study demonstrates a significant influence, future research could explore different variables and sample sizes to expand on these findings.

References

- Ahmad, A. (2022). Pengembangan karakter sopan santun peserta didik: Studi kasus upaya guru Sejarah Kebudayaan Islam di madrasah. *Jurnal Pendidikan Agama Islam Al-Thariqah*, 7(2), 278–296.
- Asih, N. S. S., & Maranatha, J. R. (2022). Penggunaan monopoli bintang untuk mengembangkan sopan santun anak usia 5–6 tahun. *Real Kiddos: Jurnal Pendidikan Anak Usia Dini*, 1(1), 33–46. <https://doi.org/10.53547/realkiddos.v1i1.251>
- Bakistuta, E. T., & Abduh, M. (2023). Dampak media sosial TikTok terhadap tindak tutur siswa sekolah dasar. *Jurnal Elementaria Edukasia*, 6(3), 1201–1217. <https://doi.org/10.31949/jee.v6i3.6243>
- Claudia, S., & Anwar, F. (2022). Peranan orang tua terhadap pembinaan akhlak remaja di Kecamatan Bungus Teluk Kabung Kota Padang. *Jurnal Pendidikan Tambusai*, 6(1), 715–720.
- Djuwita, P. (2017). Pembinaan etika sopan santun peserta didik kelas V melalui pembelajaran Pendidikan Kewarganegaraan di SDN 45 Kota Bengkulu. *JPGSD: Jurnal Ilmiah Pendidikan Guru Sekolah Dasar*, 10(1), 27–36. <https://doi.org/10.33369/pgsd.10.1.27-36>
- Febriani, U. F., & Sugiarti, R. (2021). Pengaruh kontrol diri dan dukungan sosial orang tua terhadap kedisiplinan pada siswa SMK dengan motivasi belajar sebagai variabel intervening. *Philanthropy: Journal of Psychology*, 5(1), 92–108. <https://doi.org/10.26623/philanthropy.v5i1.3302>
- Farhatilwardah, F., Hastuti, D., & Krisnatuti, D. (2019). Karakter sopan santun remaja: Pengaruh metode sosialisasi orang tua dan kontrol diri. *Jurnal Ilmu Keluarga & Konsumen*, 12(2), 114–125. <https://doi.org/10.24156/jikk.2019.12.2.114>
- Iwan, I. (2020). Merawat sikap sopan santun dalam lingkungan pendidikan. *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam*, 5(1).
- Julia, J., Kurnia, D., & Sudin, A. (2018). The impact of social media on communication politeness: A survey of prospective primary school teacher students. *Mimbar Sekolah Dasar*, 5(3), 125–130. <https://doi.org/10.17509/mimbar-sd.v5i3.14492>
- Laia, T. K., Sembiring, F. B., Gimting, D. I., & Sinaga, K. S. (2023). Gambaran sopan santun mahasiswa STIKes Santa Elisabeth Medan terhadap ibu asrama tahun 2023. *SOSMANIORA: Jurnal Ilmu Sosial dan Humaniora*, 2(4), 630–635. <https://doi.org/10.55123/sosmaniora.v2i4.3055>
- Martha, Z. (2021). Penggunaan fitur media sosial Instagram Stories sebagai media komunikasi. *Jurnal Komunikasi Nusantara*, 3(1), 26–32. <https://doi.org/10.33366/jkn.v3i1.67>

- Mufida, M. K. K., Kanzunnudin, M., & Ismaya, E. A. (2021). Peran orang tua dalam pembentukan kepribadian anak di Desa Kancilan. *Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran*, 5(2), 784–791. <https://doi.org/10.35568/naturalistic.v5i2.1073>
- Pandiangan, A. P. B. (2024). Kegiatan penanaman pembiasaan budaya 5S (Salam, Senyum, Sapa, Sopan, Santun) dalam membentuk karakter peserta didik pada Kurikulum Merdeka. *Jurnal Penelitian Pendidikan Indonesia (JPPI)*, 1(2), 373–379.
- Perssela, R. P., Mahendra, R., & Rahmadiani, W. (2022). Pemanfaatan media sosial untuk efektivitas komunikasi.
- Perwirawati, E. (2023). Menyikapi konten negatif pada platform media sosial TikTok. *Jurnal Kaganga: Jurnal Ilmiah Sosial dan Humaniora*, 7(1), 18–29.
- Pujawati, Z. (2015). Hubungan kontrol diri dan dukungan orang tua terhadap perilaku disiplin pada santri. *Psikoborneo: Jurnal Ilmiah Psikologi*, 3(3).
- Purnomo, T. A., Wahid, F. S., & Fitri, R. M. (2023). Pengaruh penggunaan smartphone dan pengawasan orang tua terhadap perilaku sopan santun peserta didik SDN Wanacala 02. *Jurnal Ilmiah Wahana Pendidikan*, 9(20), 686–696. <https://doi.org/10.5281/zenodo.8437471>
- Putri, L. (2023). Pengaruh media sosial TikTok terhadap perilaku sopan santun siswa. *Jurnal Amal Pendidikan*, 4(1), 33–42. <https://doi.org/10.36709/japend.v4i1.38>
- Rahmandani, F., Tinus, A., & Ibrahim, M. M. (2018). Analisis dampak penggunaan gadget (smartphone) terhadap kepribadian dan karakter (kekar) peserta didik di SMA Negeri 9 Malang. *Jurnal Civic Hukum*, 3(1), 18–44.
- Trismayangsari, R., Hanami, Y., Agustiani, H., & Novita, S. (2023). Gambaran nilai dan kebiasaan budaya Jawa dan Batak pada pengendalian diri: Analisis psikologi budaya. *Satwika: Kajian Ilmu Budaya dan Perubahan Sosial*, 7(1), 113–125.
- Veronika, R. (2022). Analisis penyimpangan perilaku kesopanan pada komunitas remaja Permata di Desa Bulan Jahe Kecamatan Barus Jahe Kabupaten Karo. *JPUS: Jurnal Pendidikan Untuk Semua*, 6(2), 15–19.
- Wardah, F., Hastuti, D., & Krisnatuti, D. (2019). Pengaruh metode sosialisasi orang tua dan kontrol diri terhadap karakter sopan santun remaja. *Jurnal Pendidikan Karakter*, 10(2).