

The Influence of Parenting Style And Self-Control on The Character of Adolescent Responsibility

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Abstract

Purpose: This study aims to analyze the influence of parenting styles and self-control on adolescents' sense of responsibility.

Methodology: A quantitative approach with an ex post facto design was employed. The sampling technique used is proportional stratified random sampling. The study population consists of 711 grade 11 students at SMAN 1 Kartasura and SMAN 2 Sukoharjo, and the study sample consists of 256 students.

Results: The simultaneous regression analysis shows that parenting style and self-control jointly have a significant effect on adolescents' responsibility ($F = 161.863$, $p < 0.05$). Self-control emerged as the strongest predictor, contributing more substantially to the variance of responsibility compared with parenting style.

Applications/Originality/Value: This study can be applied in the field of Civic Education by quantitatively proving that Self Control is a more dominant predictor than Parenting Style in explaining the formation of Responsibility in Adolescents. This finding confirms that the internalization of national values and civic responsibility is highly dependent on an individual's capacity for self-regulation. Its applied value lies in concrete recommendations for teachers and civic education curriculum developers to design integrative intervention programs that not only teach values but also explicitly prioritize training in Self-Control skills and impulse management.

Introduction

Character is a fundamental aspect in the formation of an individual's personality, morals, and social interaction patterns in community life. Ideally, character serves as a foundation that guides a person to think and act in accordance with values of goodness, such as honesty, responsibility, and discipline (Atika et al., 2019). The development of good character can only be realized if individuals are in a conducive environment, whether at home, school, or in the community (Patmisari, 2024). This can be seen, for example, in families, where parents instill a sense of responsibility by involving teenagers in household chores and trusting them to make small decisions; at school, where teachers instill discipline by enforcing rules and setting an example of punctuality; and in the community, where teenagers are accustomed to participating in mutual assistance activities or youth organizations so that they learn to care for others (Dinny et al., 2024). Therefore, strengthening character education is an important necessity in facing the challenges of modern life. Character is an essential part of education because it influences a person's attitude and the quality of their social interactions (Setyowati & Sutikno, 2024). According to Lickona (1991), character development involves three main aspects, first, the moral knowing aspect (moral knowledge), second, the moral feeling aspect, and finally, the moral action aspect, which collectively contribute to the formation of individuals with strong character. These three aspects are interrelated: moral knowledge provides an understanding of right and wrong, moral feelings foster empathy and concern, while moral action is the concrete manifestation of behavior in accordance with one's values.

Although there are many character traits that need to be developed, responsibility is the main focus because it concerns individual awareness in carrying out daily obligations. Responsibility plays a crucial role that needs to be instilled in adolescents. In the context of adolescent life, responsibility not only covers academic aspects, but also social and personal aspects, such as helping the family, obeying school rules, and contributing to the surrounding environment (Ramadhan et al., 2021).

However, reality shows that not all teenagers have a strong sense of responsibility. This phenomenon can occur due to factors such as parenting styles, environment, and the increasingly sophisticated modern world, which play roles in shaping, or even hindering, character development (Nurkhurairakh et al., 2025). Amidst rapid technological developments, the Minister of Communication and Digital Affairs, Meutya Hafid, revealed that 48% of internet users in Indonesia are children under the age of 18. She also emphasized that the average duration of internet use reaches 8

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hours/day, so this very high digital exposure has the potential to affect the behavior, interaction patterns, and values of responsibility of adolescents in their daily lives (Komdigi, 2025).

Furthermore, various studies show that low responsibility among adolescents is reflected in procrastination, lack of discipline, and inconsistency in carrying out academic and social obligations. Syfa (2024) study found that the level of responsibility among high school students is still low, especially in terms of punctuality in completing assignments and compliance with school rules. This condition is further reinforced by data from the Indonesian Demographic and Health Survey by the Ministry of Health (2018), Data were obtained from Statistics Indonesia and the National Population and Family Planning Board, which shows that adolescents with low parental supervision are more at risk situation behaviors, such as intense dating and inappropriate physical contact. This illustrates weak self-control and low responsibility in decision-making (Kementerian Kesehatan, 2018). This data indicates that the issue of adolescent responsibility is a real problem that requires serious attention.

Based on these realities and normative expectations, theoretical studies are important for understanding the factors that influence adolescent responsibility. One theory that is relevant for explaining how character, including responsibility, is formed is the character education theory developed by Thomas Lickona (1991). Lickona asserts that character consists of the dimensions of moral knowing, moral feeling, and moral action, all of which contribute to shaping responsible behavior in adolescents (1991). Lickona asserts that character consists of the dimensions of moral knowing, moral feeling, and moral action, all of which affect in shaping responsible behavior in adolescents. The moral knowing component refers to an individual's understanding of applicable ethical values and norms; moral feeling relates to empathy, moral sensitivity, and conscience motivation in responding to moral situations; while moral action reflects the concrete implementation of moral knowledge and feelings in everyday behavior. These three components work together to form a complete character, including a responsible character in adolescents.

After understanding how responsible character is formed, through the integration of moral aspects according to Lickona, it is also important to review the environmental factors that influence moral development. One of the most influential external factors is parenting patterns. For this reason, Baumrind's (1971) parenting theory is relevant in explaining how parenting practices can support or hinder the formation of responsible values in adolescents. The parenting model proposed by Diana Baumrind (1971) bases parenting typology on two main dimensions, namely demandingness (level of supervision, control, and behavioral demands) and responsiveness (emotional support, warmth, and parental sensitivity to children's needs). The combination of these two elements produces three parenting styles: authoritarian, democratic (authoritative), and permissive. Authoritarian parenting is characterized by high demands for obedience with minimal two-way communication. In contrast, permissive parenting gives broad freedom without clear boundaries. The democratic style strikes a balance between providing structure, control, and discipline, while remaining open to communication, dialogue, and emotional warmth (Baumrind, 1971).

Sandra Fauziyah and Zahra Febriana (2024) found that authoritarian parenting has the potential to increase aggressive behavior in adolescents due to low levels of warmth and communication within the family. Meanwhile, Primananda (2023) showed that democratic parenting significantly improves the quality of adolescents' social relationships thanks to emotional support and parental involvement. Similar findings were reported by Yuniarti and Darmiany (2022) who explained that democratic parenting facilitates increased student independence because children are consistently guided to make decisions and understand the consequences of their actions.

Based on the above findings, accordingly that parenting styles, particularly democratic and, in some contexts, authoritarian styles, create family structures that help internalize the value of responsibility in adolescents. Through guidance, two-way communication, positive reinforcement, and active parental involvement, adolescents have the opportunity to make independent decisions within clear boundaries (Rantesalu & Fina, 2020). This makes adolescents more accustomed to taking responsibility for their choices, while also understanding the consequences of their actions.

In addition to parenting styles, the formation of a responsible character in adolescents is also caused by internal factor, the one of is self-control. If parenting provides structure and guidance from the family environment, then self-control functions as a psychological mechanism that allows adolescents to manage impulses, consider consequences, and make more responsible decisions. Thus, understanding the theory of self-control is important to explain how responsible behavior develops from within the individual.

Averill (1973) states that self-control goes beyond simply holding back impulses and includes three key aspects: behavioral, cognitive, and decisional control. These three aspects describe how adolescents regulate their actions, manage their thought processes, and make conscious choices when faced with situations that demand discipline and responsibility. These three aspects play a role in helping individuals consider the consequences of each action so that they can act more responsibly (Averill, 1973). Denita and Adi (2021) research shows that cognitive control contributes to students' ability to regulate their thinking when facing academic pressure. In addition, Dinda et al. (2025) study found that decisional control plays an important role in more focused and responsible decision-making in adolescents.

Based on previous theoretical studies and research, it has been shown that parenting styles influence the character development of adolescents, including responsibility. Self-control is also important in shaping discipline, delaying impulses, and making responsible decisions. However, most studies separate the influence of parenting styles and self-control, so the relationship between the two and responsibility is rarely analyzed together. In addition, the integration of Lickona's character education theory with Averill's self-control theory in the context of Indonesian adolescents is still

limited, and research focuses more on academic responsibility than broader moral responsibility. Therefore, this study is important to examine the simultaneous influence of parenting styles and self-control in shaping adolescent responsibility with an integrated theoretical approach.

Therefore, the researcher is motivated to undertake a study titled “The Influence of Parenting styles and Self-Control on the Character of Responsibility in Adolescents”. This research was chosen because previous studies discussing The association involving parenting, self-control, and the formation of responsible character in adolescents are still limited. The focus of this study is on adolescents, particularly students at public high schools in the Kartasura District. Based on this background, the researcher identified several problems, including that adolescents do not yet fully possess a responsible character in their daily lives, parental parenting patterns do not yet fully encourage the formation of responsibility, adolescents' self-control is still low in dealing with various situations, adolescents are vulnerable to the negative influence of peers, and they are unable to make responsible decisions.

The hypotheses in this study were formulated to test the influence of parenting styles and self-control on the character of responsibility in adolescents. The first hypothesis (H_1) states that there is a significant simultaneous influence between parenting styles (X_1) and self-control (X_2) on the character of responsibility in adolescents (Y). Furthermore, the partial hypotheses are divided into two, namely H_2 , which states that parenting styles (X_1) have a significant effect on the responsibility of adolescents (Y), and H_3 , which states that self-control (X_2) has a significant effect on the responsibility of adolescents (Y). These hypotheses will be tested quantitatively to determine the relationship and impact of each variable, both simultaneously and partially, on the character of responsibility in adolescents.

Methods

This research was conducted using a quantitative research. with an ex post facto design. The ex post facto design was employed because the independent variables, namely parenting styles and self-control, were conditions that occurred naturally without any manipulation by the researcher. This design is a type of research that studies events that have already occurred, then traces them back through available data to identify the factors that preceded and the possible causes of the events under study (Husna, 2019). The ex post facto design employed because the researcher wanted to determine the influence of parenting patterns (X_1) and self-control (X_2) on the development of responsible character in adolescents (Y) without providing direct treatment or intervention to the research subjects. The research was conducted based on existing data or conditions, so there was no manipulation of variables as in an experiment. In other words, the researcher observed the facts that had taken place and analyzed the cause-and-effect relationship based on the conditions that occurred naturally in the adolescent environment (Sugiyono, 2019).

The study selected its sample using a proportional method within stratified random sampling. This technique was chosen because the population consisted of several schools (strata) and each school had a different number of students, so that each stratum obtained a sample proportion corresponding to its population size (Jailani & Jeka, 2023). This technique is effective in avoiding bias and ensuring proportional representation of all groups in the population. The population in this research includes all 11th grade students at public high schools in the Kartasura Subdistrict, Sukoharjo Regency, namely SMA Negeri 1 Kartasura and SMA Negeri 2 Sukoharjo, who participated in teaching and learning activities in the 2025/2026 academic year. This population was chosen because students at this level are in a critical stage of adolescent development, where their sense of responsibility begins to be significantly shaped and influenced by parenting patterns and self-control abilities. The study sample was obtained from the population employing a specific technique that could represent the population proportionally. The sample size was determined based on Isaac and Michael's formula at a 5% error rate, or alternatively using the Slovin approach, adjusted to the actual population size obtained from official school data.

Based on Isaac & Michael's table at a 5% error rate, the sample size for the population of 11th grade students at public high schools in Kartasura District was determined according to the existing population categories. Based on the researcher's observations, there were 396 11th grade students at SMAN 1 Kartasura and 315 students at SMAN 2 Sukoharjo. Thus, the total population is 711 students. In determining the sample size, this study used the Slovin formula with a margin of error of 5% and a confidence level of 95%. This formula was chosen to obtain a proportional sample size from a large population, considering that not all members of the population could be reached. From the calculations, the minimum sample size required was 256 respondents. This sample size is considered adequate to support statistical testing, including correlation analysis and multiple linear regression. All data obtained will be used solely for research purposes and confidentiality is guaranteed. Data collection was carried out with the voluntary consent of the respondents. The data analysis technique in this study uses SPSS software. The data processing in this study was carried out systematically, starting from inputting the questionnaire data filled out through Google Forms, then transferring the answers to Excel to be organized, and then entering the data into SPSS 29 (Statistical Package for the Social Sciences) software. Next, the data was carefully examined to identify any duplication, missing values, and outliers that could potentially affect the accuracy of the analysis. Once the data was clean and valid, next step was to test the hypothesis using inferential statistical techniques appropriate to the research design, with two main stages: prerequisite analysis and hypothesis testing. This prerequisite test was conducted to ensure that the collected data employed a suitable for further analysis. The tests to be conducted include the normality test, aimed at determining whether the data are normally distributed or not, using the Shapiro-Wilk method; if the

significance value > 0.05 , the data will be considered normally distributed (Quraisy, 2020). Next, a linearity test is performed to determine if the relationship between independent variables X_1 and X_2 and dependent variable Y is linear, with a significance value exceeding 0.05 confirming linearity (Usmadi, 2020). A multicollinearity test is conducted to detect excessive correlation between independent variables, indicated by VIF values below 10 and Tolerance above 0.1. Finally, a heteroscedasticity test was used to ensure that the data distribution was stable; if no particular pattern was seen in the test results, then there was no heteroscedasticity problem (Sugiyono, 2019).

Data collection techniques were carried out using two main techniques, namely distributing questionnaires in the form of Google forms to measure research variables. Each questionnaire was compiled based on theoretical indicators that had been formulated in theoretical studies, namely Baumrind's Theory (1971) on the variable of parenting patterns, Averill's Theory (1973) on the variable of self-control, and Lickona's Theory on the variable of responsible character. Employing a four-item Likert-type scale with anchors: Completely Agree, Agree, Disagree, and Strongly Disagree, with a total of 32 questions. The 32-item questionnaire will undergo data validation through validity and reliability tests.

The validity test was conducted on 36 respondents, with the results showing that all statement items on the variables of parenting and self-control were valid because they had a correlation value greater than the r -table of 0.339. However, there was a single item fell short of validity standards, so that item was removed from the research instrument. This demonstrates that the questionnaire items effectively measure the variables in the study on the influence of parenting styles and self-control on adolescent responsibility traits.

Subsequently, reliability testing is applied to assess the consistency of the questionnaire in this research., namely the extent to which respondents' answers to the questionnaire were stable and reliable over time (Forester et al., 2024). The results of the conducted tests indicate that the reliability test in this study yielded a Cronbach's Alpha value of 0.786, which means that indicates that the instrument is reliable and can be trusted to consistently measure the research variables.. This value meets the reliability criteria because it is greater than the minimum limit of 0.60, so the instrument can be declared feasible and reliable for use (Forester et al., 2024).

Results and Discussions

Data Descriptions

Respondent Descriptions

Based on the results of respondent identification in this study, a total of 256 students participated as respondents, consisting of 144 students from SMA Negeri 1 Kartasura and 112 students from SMA Negeri 2 Sukoharjo. Females constituted the largest respondent group, comprising 184 students (71.3%), compared to 74 males (28.7%). All respondents were 11th grade high school students. Almost all respondents lived with their parents as their primary caregivers (98.1%), and all of them expressed their willingness to participate in the study. This distribution ensured that the representation of student characteristics from both schools was in accordance with the sample criteria required for the analysis of adolescent responsibility.

Descriptive Analysis

Data analysis was generally described by conducting descriptive statistical measurements of the variables Parenting Style (X_1), Self-Control (X_2), and Character of Adolescent Responsibility (Y). These measurements included maximum values, average values, and minimum values.

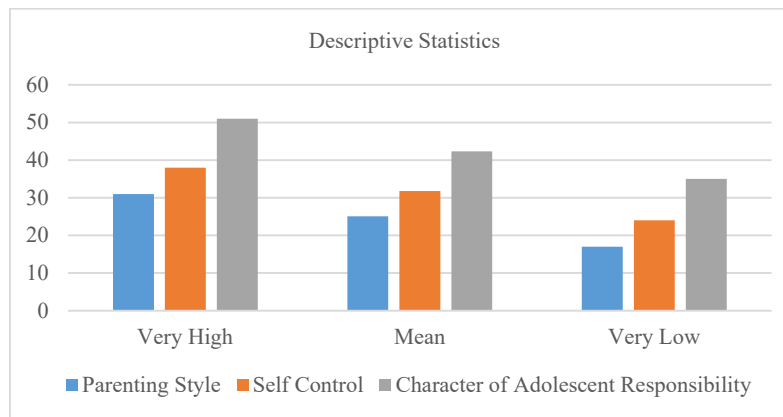


Figure 1. Data Interval Diagram.

Source: Researcher Data Processing, 2025.

Based on Figure 1, the general condition of the research variables among all respondents showed excellent results. The average score for Character of Adolescent Responsibility was the highest (42.3235), followed by Self-Control (31.8529), and finally Parenting Style (25.0882). In detail, the Self-Control variable recorded the highest concentration of respondents in the "Very High" category, indicating that most adolescents have excellent self-management skills. The Responsibility and Parenting Style scores were also dominated by the high to average categories. Overall, the differences in scores between respondents on the three variables were not too far apart, indicating that the levels of Parenting Style, Self-Control, and Character of Adolescent Responsibility in this sample group tended to be uniform and at a satisfactory level.

Data Analysis Results

Prerequisite Analysis Test

The regression analysis process continues after ensuring that all classical assumptions are met, guaranteeing the statistical validity of the model used. First is the normality test. This test aims to confirm the normal distribution of residuals, which is essential for parametric regression. The data are considered normal when the Asymp. Sig. (2-tailed) value exceeds 0.05. (Ghozali, 2018).

Table 1. Normality Test Results

		Unstandardized Residual
N		34
Normal Parameters	Mean	0.000000
	Std. Deviation	3.05042977
Most Extreme Differences	Absolute	.127
	Positive	.127
	Negative	-.083
Test Statistic		.127
Asymp. Sig. (2-tailed) ^c		.178
Monte Carlo Sig. (2-tailed) ^d	Sig.	.167
	99% Confidence Interval	
	Lower Bound	.158
	Upper Bound	.177

Source: SPSS researcher output data, 2025

Based on Table 1, with a significance value of 0.177, which exceeds the 0.05 threshold, the residuals meet the normality assumption, so the statistical assumptions for regression analysis have been met, and it can be concluded that the research data is normally distributed. Furthermore, the Multicollinearity Test is a classical assumption test that must be performed to check for the presence or absence of high correlations between independent variables in the regression model. According to (Sugiyono, 2019), a regression model

is regarded as suitable and without multicollinearity when Tolerance > 0.10 and VIF < 10. (Variance Inflation Factor) value is less than 10.00.

Table 2. Multicollinearity Test Results

Coefficients ^a		Collinearity Statistics	
Model		Tolerance	VIF
1	Parenting Style	.744	1.344
	Self Control	.744	1.344

a. Dependent Variable: Character of Adolescent Responsibility

Source: SPSS researcher output data, 2025

Based on the results of the analysis in Table 2 Coefficients, the variables of Parenting Style and Self-Control both recorded a Tolerance value of 0.744 and a VIF value of 1.344. Since both values meet the criteria ($0.744 > 0.10$ and $1.344 < 10.00$), it can be concluded that there is no multicollinearity in this regression model, and hypothesis testing can continue.

Finally, the Heteroscedasticity Test is an important classical assumption test to examine whether the residual variance from one observation to another in a regression model is constant. A good model should be homoscedastic, or free from heteroscedasticity. The test is performed using the Glejser Test, where there is no heteroscedasticity if the significance value (Sig.) for each independent variable is greater than 0.05 (Ghozali, 2018).

Table 3. Heteroscedasticity Test Results

Coefficients ^a		Unstandardized Coefficients		Standardized Coefficients	
Model		B	Std. Error	Beta	t
1	(Constant)	2.845	3.109		.915
	Parenting Style	.078	.117	.137	.664
	Self Control	-.075	.102	-.151	-.735

a. Dependent Variable: ABS_RES

Source: SPSS researcher output data, 2025

The results of the analysis in Table 3 show that the Parenting Style variable has a Sig. value of 0.512, and the Self-Control variable has a Sig. value of 0.468. Since the Sig. values of both variables ($0.512 > 0.05$ and $0.468 > 0.05$), it can be concluded that there is no heteroscedasticity in this regression model. Thus, the homoscedasticity assumption is fulfilled.

Hypothesis Test

The study tested its hypotheses through simple and multiple regression procedures, supported by t-tests and F-tests, to assess how the independent variables influence the dependent variable individually and collectively. To determine the effect of independent variables on the dependent variable in this study, hypothesis testing was conducted using regression analysis.

Table 4. Simple Regression Test Results for Parenting Style Variable (X1)

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1477.178	1	1477.178	77.944	<.001 ^b
Residual	4794.806	253	18.952		
Total	6271.984	254			

a. Dependent Variable: Character of Adolescent Responsibility

b. Predictors: (Constant), Parenting Style

Source: SPSS researcher output data, 2025

The results of the simple regression test show that Parenting styles (X1) in Table 4 have a significant effect on Responsible Character (Y), as evidenced by a significance level (Sig.) <0.005 and a significant F-value (F=77.944). The relationship between these two variables is moderate, with a Correlation Coefficient (R) of 0.489. However, quantitatively, the Parental Parenting Style variable can only explain 23.9% of the variation in Responsibility Character, as indicated by the Coefficient of Determination ($R^2 = 0.239$). The remaining 76.1% is explained by other variables outside this model.

Table 5. Simple Regression Test Results for Self-Control Variable (X2)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3428.843	1	3428.843	305.119	<.001 ^b
	Residual	2843.141	253	11.238		
	Total	6271.984	254			

a. Dependent Variable: Character of Adolescent Responsibility

b. Predictors: (Constant), Self Control

Source: SPSS researcher output data, 2025

Furthermore, the results of the simple regression test for the Self-Control variable (X2) in Table 5 show a very significant effect on Responsible Character (Y), with a significance value (Sig.) <0.005 and a very high F-value (F=305.119). Self-Control shows a strong relationship with Responsible Character, with a Correlation Coefficient (R) of 0.741. Furthermore, the Self-Control variable is able to explain the variation in Responsibility Character substantially, namely 54.9% ($R^2 = 0.549$), leaving 45.1% of the variation explained by other factors.

Based on a comparison of the two simple regression models, it can be concluded that Self-Control (X2) is a stronger and more effective predictor in explaining Responsible Character (Y) than Parenting styles (X1). This difference in strength is clearly seen in the Coefficient of Determination (R^2) value, where X2 contributes 54.9% to the explanation, or more than double the contribution provided by X1 at 23.9%.

After the data met the analysis prerequisites, this study conducted a multiple regression analysis to determine the simultaneous effect of several independent variables on the dependent variable. According to Ghazali (2018), multiple regression serves to analyze how two or more independent variables relate to one dependent variable, enabling an assessment of their collective predictive contribution.

Table 6. Multiple Linear Regression Test Results

Coefficients ^a						
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
Model		B	Std. Error	Beta		
1	(Constant)	14.783	1.734		8.523	<.001
	Parenting Style	.189	.063	.145	2.997	.003
	Self Control	.779	.057	.665	13.716	<.001

a. Dependent Variable: Character of Adolescent Responsibility

Source: SPSS researcher output data, 2025

Based on the results of multiple linear regression analysis in Table 6, a constant value of 14.783 was obtained. This value indicates that if the variables Parental Child-Rearing Style (X1) and Self-Control (X2) are at zero, then Adolescent Responsibility Character (Y) remains at a base value of 14.783. The Parental Parenting Style (X1) variable has a regression coefficient of 0.189 with a significance value of 0.003, which is less than 0.05. This indicates that Parental Parenting Style has a positive and significant effect on Character of Adolescent Responsibility. This means that every one-unit increase in Parental Parenting Style will increase Character of Adolescent Responsibility by 0.189.

Furthermore, the Self-Control variable (X2) has a regression coefficient of 0.779 with a significance value of < 0.001. This value indicates that Self-Control also has a positive and highly significant effect on Adolescent Responsibility Character. Thus, every one-unit increase in Self-Control will increase Adolescent Responsibility Character by 0.779. In addition, the largest beta value is found in Self-Control ($\beta = 0.665$), which indicates that this variable has the most dominant influence in the model.

Overall, the analysis results show that both Parenting styles and Self-Control contribute positively and significantly to improving Adolescent Responsibility Character. Furthermore, to determine the influence of each independent variable individually, a t-test was conducted. According to Sugiyono (2019), the t-test is used to assess whether each independent variable individually has a significant effect on the dependent variable, with a significance value (p-value) < 0.05 indicating a significant effect.

From Table 6 of the t-test results in the regression coefficients, the significance value for X1 (parenting styles) is 0.003 (< 0.05), with t -calculated = 2.997 ($> t$ -table 1.645), rejecting H0 and accepting H1, thus confirming X1's significant partial effect on Y (adolescent responsibility). For X2 (self-control), significance is < 0.001 (< 0.05) and t -calculated = 13.716 (> 1.645), rejecting H0 and accepting H2, verifying X2's significant partial influence on Y. Both predictors thus exhibit individual effects; furthermore, the F-test significance < 0.05 . Santoso (2021), establishes their collective significant impact on the dependent variable.

Table 7. F-test results (simultaneous)

		ANOVA ^a			
	Model	Sum of Squares	df	Mean Square	F
1	Regression	3526.683	2	1763.341	161.863
	Residual	2745.302	252	10.894	
	Total	6271.984	254		

a. Dependent Variable: Character of Adolescent Responsibility

b. Predictors: (Constant), Self Control, Parenting Style

Source: SPSS researcher output data, 2025

Based on Table 7, the results of simultaneous (joint) significance testing using the F-test show that the regression model formed is significant (has a meaningful effect). The calculated F-value obtained is 161.863, with a significance value (Sig.) of < 0.001 . Because this significance value is smaller than the tolerance limit of 0.05, it can be concluded that the independent variables (Self Control and Parenting Style) simultaneously and significantly affect the dependent variable (Responsibility in Adolescents).

The Influence of Parenting Styles on the Character of Responsibility in Adolescents

The results of hypothesis testing using simple regression analysis show that Parenting Style (X1) has a very significant effect on Responsibility Character (Y)1. Statistically, this significance is proven by a high F-value (77.944) with a significance value (Sig.) < 0.0052 . This finding clearly proves that there is a real influence between Parenting Style and Responsibility Character3. In addition, the Correlation Coefficient (R) of 0.489 indicates a moderate relationship between the two variables. Although the contribution of Parenting Style to Responsible Character is only partial, the strong statistical significance shows that its influence is a factor that must be taken into account and does not occur by chance.

The findings showing a significant influence of parenting styles are in line with various studies that emphasize the central role of the family environment in character formation. In general, effective parenting styles, such as authoritative parenting, are associated with the most positive adolescent development outcomes, including responsibility and social competence. This mechanism of influence works through the process of internalization of values; when parents consistently provide clear boundaries, supported by warmth and emotional support, children learn to understand the consequences of their actions and take responsibility for the choices they have made. Overly permissive or overly strict (authoritarian) parenting styles can hinder the development of initiative and independence, which are the foundations of responsible character.

Parenting styles have a crucial function as social models that teach adolescents about ethics, social obligations, and the necessary perseverance. Supportive parenting styles, characterized by warmth and structured guidance, consistently promote positive outcomes, including in social and psychological aspects (Wahyu et al., 2022). More specifically, good parenting helps adolescents develop self-regulation and independence skills that are essential for managing their tasks and responsibilities independently (Zahra & Madya, 2024). Conversely, neglectful parenting is often associated with negative behavior and unwillingness to accept responsibility (Handika, 2021), reinforcing the finding that parental interaction patterns play a direct formative role in adolescents' readiness to take on responsibility.

The Influence of Self-Control on the Character of Responsibility in Adolescents

Findings from the simple regression analysis demonstrate that Self-Control (X2) exerts a highly significant impact on Responsible Character (Y). Statistically, this effect is proven to be the most dominant in the tested model, as evidenced by a significance value (Sig.) < 0.001 and a very high t -value (13.716). The R value of 0.741 confirms a robust connection between self-control and responsibility traits, aligning with self-control's superior predictive power over other factors through adolescents' regulation of thoughts, emotions, and impulses.

This significant finding is in line with various studies in Indonesia that show that Self-Control is a critical factor in adolescent behavior. Individuals with good self-control will be able to resist momentary urges and delay gratification for long-term goals, which is the essence of responsible behavior (Aliyah, 2025). This ability allows adolescents to be consistent in their obligations, such as studies and social tasks. Conversely, low self-control is often a major factor

underlying the emergence of behavioral problems and juvenile delinquency (Aliyah, 2025) because the inability to manage emotions and impulses directly contradicts the demands to act responsibly and in accordance with norms.

In the context of character formation, self-control functions as a regulatory mechanism that supports a healthy and adaptive personality. Adolescents who have good emotional maturity and self-control tend to be more adaptable to their environment and avoid actions that are harmful to themselves or others, as shown by research (Sari, 2021). Thus, self-control is a fundamental psychological dimension that enables adolescents to move from understanding the concept of responsibility to truly responsible behavior.

The Influence of Parenting Styles and Self-Control on the Character of Responsibility in Adolescents

The results of the simultaneous hypothesis testing (Simultaneous F Test) prove that Parenting Style (X1) and Self-Control (X2) significantly influence Adolescent Responsibility Character (Y). This conclusion is supported by a very high F_count value of 161.863, with a significance level (Sig.) <0.001. Because this significance value is far below the tolerance limit of 0.05, the statistically formed regression model is accepted and considered valid. Additionally, the Multiple Correlation Coefficient (R) value of 0.785 indicates a very strong relationship between the two independent variables and Adolescent Responsibility Character. This confirms that in predicting or explaining adolescent responsibility, internal and external factors must be viewed as a mutually reinforcing combination.

This significant simultaneous influence reflects the synergy between environmental (external) and dispositional (internal) factors in shaping character. Parenting styles establish a supportive structural and emotional environment, functioning as a stage on which development occurs (Santoso, 2021). Authoritative parenting, for example, provides clear standards and emotional support that help adolescents understand boundaries and consequences. However, for these standards to be internalized, adolescents must have sufficient Self-Control to follow these norms and resist temptations that conflict with responsibility (Rofiq et al., 2024). Thus, effective parenting produces high self-control, and high self-control enables adolescents to respond to parenting demands with responsible behavior.

These findings have practical implications that interventions focused on self-control will be more effective if supported by a supportive family environment. Good parenting creates optimal conditions for the development of self-regulation skills (Sefianmi & Apriliani, 2025). For example, parents who give adolescents the opportunity to make small, responsible decisions (albeit with supervision) will train their Self-Control to manage autonomy effectively. Collectively, these two variables ensure that adolescents not only have the internal motivation (Self-Control) to act responsibly, but also have a clear roadmap for behavior (Parenting Style), which ultimately fosters a mature and sustainable character of Responsibility.

This research study confirms the crucial importance of Civic Education as a character education platform that not only conveys moral and civic values but also supports the formation of individual self-regulation capacities in a social context (Gunawan & Najicha, 2022). Therefore, character education interventions based on CSE should be designed not only as a transfer of values but also as an arena for training self-regulation and impulse management so that students not only “understand values” but are also able to “implement values” in real actions (Nurdiansyah & Dhita, 2024).

Conclusions

The results of this study clearly show that the formation of Responsible Character in adolescents is the result of a strong and highly significant interaction between environmental factors (Parenting style) and internal factors (Self-Control). A comprehensive analysis proves that these two variables together have a close relationship and a substantive influence on Adolescent Responsibility. Parenting provides an external foundation in the form of norms, boundaries, and emotional support that shape adolescents' initial understanding of obligations. However, upon closer examination, it was found that Self-Control emerged as the most decisive and dominant factor. Adolescents' capacity to regulate emotions, resist impulses, and delay gratification for long-term goals is the key that enables them to internalize these values into truly responsible and consistent behavior.

These findings make an important contribution that strategies for developing Responsible Character must be integrative and balanced. Effective parenting serves as a catalyst that creates an optimal environment; however, parenting alone is not enough without strong Self-Control. Therefore, the practical recommendation from this study is to integrate Self-Control skills training into every character-building effort. Through an approach that empowers adolescents to have full control over themselves, the values instilled by the family can be effectively translated into concrete actions, resulting in a generation of adolescents who not only understand the concept of responsibility but are also able to embody it independently in their daily lives.

Suggestions

Based on the findings of this study, which consistently show that self-control is the most dominant determining factor and that the successful formation of a responsible character depends on the synergy between internal and external factors,

it is recommended that adolescent character development programs adopt an integrative approach that focuses on strengthening self-capacity. For parents, this means that it is not enough to simply apply an Authoritative Parenting Style, but rather they must actively train adolescents' autonomy by giving them responsibilities and openly modeling self-regulation skills. Meanwhile, educational institutions need to go beyond theoretical learning by explicitly integrating Self-Control skills training (such as emotion management and gratification delay) into the curriculum or guidance and counseling services, so that the foundation of values instilled by the family can be successfully implemented by adolescents as responsible citizens.

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