



THE IMPLEMENTATION OF PARENTING STYLES WITHIN FAMILIES ON ADOLESCENT DEVELOPMENT

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ABSTRACT

Adolescence is a crucial transitional phase in individual development, characterized by physical, emotional, cognitive, and social changes. During this period, adolescents begin to form their self-identity, seek independence, and often experience conflicts with authority figures, particularly with parents. Parenting style refers to the approach or pattern used by parents to educate, guide, and shape their children's behavior and character. This study aims to explore the implementation of parenting styles within families toward adolescent development at St. Angela Senior High School, Atambua, East Nusa Tenggara. This research employed a qualitative phenomenological design using in-depth interviews. The participants consisted of 10 individuals: five parents (either father or mother) who have adolescent children aged 13–18 years, and five adolescent participants who are raised by these parents. The study identified nine emerging themes: (1) Parental perspectives on raising adolescents; (2) Core values and principles in parenting; (3) Adolescents' freedom in decision-making; (4) Conflict management and handling differences of opinion; (5) The nature of parent-child relationships; (6) Adolescents' perceptions of parental understanding of their needs; (7) Perceptions of parental trust and autonomy; (8) Parental responses to children's mistakes; and (9) Adolescents' perceptions of parenting styles. Parenting styles-authoritarian, authoritative (democratic), and permissive-serve as the foundation for how parents nurture their adolescent children. Among these, the authoritative style is found to be the most adaptive and psychologically healthy for adolescent development.

Keywords: adolescents; family; parenting patterns; parents

How to cite (in APA style)

Anugrahini, C., Berek, P. A. L., Lestari, S., Fouk, M. F. W. A., Asa, S. M. S., & Rua, Y. M. (2025). The Implementation of Parenting Styles within Families on Adolescent Development. *Indonesian Journal of Global Health Research*, 7(6), 1013–1028. <https://doi.org/10.37287/ijghr.v7i6.760>.

INTRODUCTION

Adolescence is a crucial transitional stage in human development, characterized by physical, emotional, cognitive, and social changes. During this period, adolescents begin to form their own identity, seek independence, and often experience conflicts with authority figures, particularly with their parents. Therefore, the role of the family especially parents is essential in guiding and supporting adolescents through this developmental phase. Parental parenting style plays a critical role in shaping adolescents' growth, particularly in today's rapidly changing social environment (Ara, 2023).

Parenting style refers to the methods or approaches used by parents to educate, guide, and shape their children's behavior and character. Generally, parenting styles are categorized into three main types: authoritarian, authoritative (democratic), and permissive. Each style has different implications for adolescents' emotional, social, and academic development. This study is significant given the growing challenges faced by adolescents today, such as peer pressure, unwise use of social media, and lack of self-control. In many cases, the roots of these issues can be traced back to communication patterns and the quality of interactions between parents and children within the family setting. By conducting an exploratory study on the implementation of parenting styles within families, this research aims to provide a deeper understanding of the dynamics between parents and adolescents, as well as how different parenting styles influence adolescent development. The

findings are expected to serve as a reference for parents, educators, and related stakeholders in designing more effective approaches to support adolescent growth within the family context. The purpose of this study is to explore the implementation of parenting styles within families toward adolescents at St. Angela Senior High School, Atambua, East Nusa Tenggara, Indonesia.

METHOD

Research Design

This study employed a qualitative phenomenological approach using in-depth interviews. The purpose of this approach was to explore in depth the experiences of parents in implementing parenting styles toward their adolescent children, as well as to understand adolescents' perspectives on the parenting styles they receive. This phenomenological method allowed the researchers to obtain rich, descriptive, and contextual data based on the participants' narratives and lived experiences.

Research Location and Period

The study was conducted from July to August 2025 at St. Angela Senior High School, located in Atambua, East Nusa Tenggara, Indonesia.

Research Subjects

The subjects of this study consisted of:

1. Parents (either father or mother) who have adolescent children aged 13–18 years, and
2. Adolescent children who are raised by these parents.

The participants were selected using a purposive sampling technique, in which individuals were chosen based on specific criteria relevant to the objectives of the study.

Data Collection Techniques

The data in this study were collected through the following methods:

a. In-depth Interviews

This technique was used to explore parents' experiences, perceptions, and parenting practices, as well as adolescents' perceptions of those parenting styles. The interviews were semi-structured, guided by predetermined questions but allowing flexibility for deeper exploration based on participants' responses.

b. Observation

Observation was conducted to examine direct interactions between parents and their adolescent children, including patterns of communication, emotional responses, and forms of parental intervention in the children's daily lives.

c. Documentation

Documentation included field notes, recorded interviews (with participants' consent), and relevant photographs or supporting materials when necessary.

Research Instruments

The primary instrument in this study was the researcher, as in qualitative research the researcher serves as the main tool for data collection and analysis. To support the data collection process, additional instruments were used, including an interview guide, an observation guide, and an audio recorder.

Data Processing

1. Transcription

Data transcription was carried out to identify meanings based on statements collected from the informants. The transcription process involved carefully listening to the recorded interviews and documenting the responses in detail and accurately.

2. Repeated Reading

All transcripts were read repeatedly to gain a comprehensive understanding of the participants' subjective experiences. During this stage, the researcher sought to capture the essence of participants' narratives while minimizing personal assumptions, following the principle of epoché (bracketing) as part of the phenomenological intuition process.

3. Categorization

Meaningful and interrelated statements from the original transcripts were categorized and grouped to form themes that represented the essence of each participant's experience.

Data Analysis

1. Identification of Keywords

Significant statements from participants were grouped into keywords, which were then organized into categories. This process involved collecting meaningful statements from each participant and classifying them into relevant conceptual groups.

2. Theme Development

Themes were established by grouping several related categories together. The researcher developed a thematic framework to facilitate the process of identifying and defining overarching themes.

3. Description and Validation

For themes that were fully developed, the researcher formulated clear and organized descriptions. For themes that required further clarification, member checking was conducted by revisiting participants to verify the accuracy of the descriptions. During this process, the researcher read and presented the findings to participants, asking for confirmation, corrections, or additional information where necessary.

4. Integration of New Data

Any new or clarified data obtained from participant feedback were integrated into the existing thematic groups to refine the overall analysis.

5. Final Narrative Description

A comprehensive narrative description was then composed to represent the final interpretation of the participants' lived experiences, reflecting the essence of the studied phenomenon.

Data Trustworthiness

Data were processed and analyzed through a validation procedure to ensure the trustworthiness of the findings. According to Afyanti and Rachmawati (2014), four key criteria were used to assess the rigor of qualitative data: (1) Credibility – This refers to the confidence in the truth of the data. In this study, the researcher was directly involved in the data collection process, observing participants' situations and conditions firsthand. Such direct engagement enhanced the credibility of the research findings. (2) Transferability – This criterion concerns the applicability of the research findings to other contexts or groups. The results of this study were described in sufficient detail to allow readers to determine the extent to which the findings may be transferred to similar situations. (3) Dependability – This relates to the stability and consistency of the research findings over time. Dependability was achieved by maintaining a clear and systematic research process that could be audited or replicated under similar conditions. (4) Confirmability – This criterion emphasizes objectivity and neutrality of the data. Confirmability was ensured by maintaining transparency in data interpretation and by verifying that findings were derived directly from participants' experiences rather than the researcher's bias or assumptions.

Research Ethics

This study adhered to ethical principles to ensure the protection and respect of all participants involved. The ethical considerations applied in this research included the following:

Anonymity

1. Participants' identities were kept strictly confidential. Each participant was assigned a code (P1 to P10) on consent forms and interview transcripts to ensure anonymity. The researcher-

maintained confidentiality by using initials or omitting personal names entirely in all documentation and reports.

2. Self-Determination

Prior to data collection, the researcher provided a thorough personal explanation to each participant regarding the researcher’s identity, the purpose and benefits of the study, research procedures, participants’ rights and responsibilities, and potential risks. Participants were given the opportunity to ask questions and to decide voluntarily whether to participate.

3. Protection from Discomfort

Throughout the research process, the researcher ensured participants’ comfort by maintaining honesty and transparency about the study’s purpose, procedures, benefits, and potential risks. Efforts were made to minimize any form of psychological or emotional discomfort during participation.

4. Beneficence

The research was designed to provide meaningful benefits to participants. It aimed to contribute positively to understanding and improving parenting practices within families toward adolescent development. Through participation, parents had the opportunity to share experiences and gain insights that could enhance their parenting approaches.

5. Justice

All participants were treated equally throughout the research process—from recruitment to completion. Each participant received the same explanation regarding the study and, upon providing informed consent, signed the consent form before the interview process began.

Research Findings

The results of this exploratory study on the implementation of parenting styles within families toward adolescents at St. Angela Senior High School, Atambua, East Nusa Tenggara, are presented in this section. This chapter outlines the characteristics of the research participants and the findings of the study, which include the identified themes, subthemes, and categories derived from the data analysis.

RESULT

Participants’ Characteristics

The study was conducted at St. Angela Senior High School, located in Atambua, East Nusa Tenggara, Indonesia. A total of 10 participants took part in this research, consisting of five parents and five adolescent children.

Table 1.
Participants’ Characteristics

| Participant | Status | Education Level | Age (Years) | Gender |
|-------------|---------|--------------------------|-------------|--------|
| P1 | Parent | Bachelor’s Degree | 43 | Male |
| P2 | Parent | Senior High School | 53 | Female |
| P3 | Parent | Master’s Degree | 40 | Male |
| P4 | Parent | Bachelor’s Degree | 57 | Male |
| P5 | Parent | Master’s Degree | 45 | Female |
| P6 | Student | Senior High (11th Grade) | 16 | Female |
| P7 | Student | Senior High (11th Grade) | 16 | Male |
| P8 | Student | Senior High (12th Grade) | 16 | Male |
| P9 | Student | Senior High (11th Grade) | 16 | Male |
| P10 | Student | Senior High (11th Grade) | 17 | Male |

The participants in this study consisted of parents and adolescent students. The parents’ ages ranged from 43 to 57 years, while the students’ ages averaged 16 years. The parents’ educational levels varied from Senior High School to postgraduate degrees, whereas most students were in 11th grade of Senior High School. Regarding gender, the majority of participants were male. Participants were categorized based on their current status as either parents or Senior High School students in grades 11 and 12.

This exploratory study investigated the implementation of parenting styles within families toward adolescents

The study involved 10 participants and utilized in-depth interviews to collect rich, descriptive data. The analysis revealed that the implementation of parenting styles in the family context could be organized into nine main themes, as follows: (1) Parental approaches to raising adolescents; (2) Core values and principles in parenting; (3) Adolescents' autonomy in decision-making; (4) Conflict management and handling differences of opinion; (5) Parent-child relationship dynamics; (6) Adolescents' perceptions of parental understanding of their needs; (7) Perceptions of freedom and trust granted by parents; (8) Parental responses to children's mistakes; (9) Adolescents' perceptions of parental parenting styles. In general, the relationships among themes, subthemes, and categories are illustrated in the diagram below.

Theme 1: Parental Approaches to Raising Adolescents

The analysis of participants' information indicated that parental approaches to raising adolescents can be conceptualized under one subtheme: parenting style. The subtheme parenting style comprises three categories: authoritarian, authoritative (democratic), and permissive.

Subtheme: Parenting Style as an Illustration of Raising Adolescents

Parenting style, as an illustration of raising adolescents, includes the following categories: authoritarian, authoritative (democratic), and permissive.

(1) Authoritarian Category

The authoritarian parenting style is characterized by strict rules, high expectations, and limited flexibility. This category is supported by the following interview excerpt:

"...So, it is somewhat democratic as well. I educate them in an authoritarian manner but with a touch of democracy, by listening to them so they also feel heard and respected. When they make mistakes, they receive punishment; when they behave well, they are given rewards. That is how I educate them... Next time, if you do that, there will be consequences..." (P5).

(2) Authoritative (Democratic) Category

The authoritative (democratic) parenting style is characterized by a balance between parental control and responsiveness, promoting open communication, reasoning, and mutual respect. This category is illustrated by the following interview excerpt:

"Alright... thank you. Our parenting approach may lean more toward two-way communication, so there are matters that we discuss together. During dinner, we always sit at the same table, and I ask about their day at school. We maintain regular communication, and I often explain that to be successful in the future, certain behaviors are necessary. Their father grew up in a time without technology, but from our grandparents, we were always taught to be grateful and humble. This is what we consistently convey to our child, in both social interactions and daily life, wherever they may be." (P3)

"...so it is somewhat democratic as well..." (P5).

(3) Permissive Category

The permissive parenting style is characterized by a high degree of freedom granted to the child, with minimal restrictions or enforcement of rules. This category is illustrated by the following interview excerpt:

"... I always give them freedom in whatever they do ..." (P2).

Theme 2: Core Values and Principles in Parenting

Analysis of participants' information revealed that core values and principles in parenting can be conceptualized under three subthemes, namely internal motivation and external motivation. The subtheme internal motivation consists of one category: encouragement, while the subtheme external motivation consists of one category: problem-solving.

Adolescents' Autonomy in Decision-Making

The subtheme limits of adolescents' autonomy includes the following categories: freedom, independence, and boundaries of freedom.

(1) Freedom and Independence Category

The category freedom and independence is illustrated by the following interview excerpt:

"... We don't really know how to guide and educate them. Basically, they have already started to do a little on their own. So, we just support what is needed; we simply provide support..." (P1)

Disciplining Subtheme

The subtheme disciplining comprises the category disciplinary values.

(1) Disciplinary Values Category

The category disciplinary values is illustrated by the following interview excerpt:

"As parents, of course, when educating our children, we want the best for them. ... The first thing is discipline, which involves various aspects. ... Discipline ... means that the child must understand their responsibilities. What needs to be done at home must be understood and followed; this is what discipline entails." (P1)

"One ... perhaps, this might be influenced by my own upbringing when I was a child. This is what I want for them as well. So, when they wake up in the morning, the first thing they should do after praying is to make their bed. Discipline must start from this. When we wake up, the bed should be made and the curtains opened. From there, they can begin other activities. For me, self-discipline is very important. Once we are disciplined in our daily routines, we also develop humility in social interactions, fear of God, and all other good behaviors. So, discipline... the values of discipline start from oneself, from the way they live their day, and this is what I, as a parent, train them in from the very first day." (P3)

"Actually, we have already started from... entering into... waking up at a certain time. Therefore, when discussing discipline, I often convey this to everyone... The principles and values of life, aside from discipline, I rarely explain, but their mother often does. She says, 'If you don't become independent, what will happen when we are no longer around? Independence must grow...' That is my hope." (P4)

Adolescents' Autonomy in Decision-Making: Educating Subtheme

The subtheme educating adolescents consists of two categories: control and reflection.

(1) Control Category

The control category emphasizes maintaining guidance and oversight while allowing some freedom. This is illustrated by the following interview excerpt:

"The core values emphasized are that anything is allowed, but there must still be control." (P2)

(2) Reflection Category

The reflection category highlights allowing adolescents to experience and learn from their own actions while being guided and monitored. This is illustrated by the following interview excerpt:

"...For me, the value is that you must experience things yourself according to what you do. Let them go through their own life cycles, but I still supervise and provide guidance... so it's not about 'you cannot do this or that,' it's up to them... allowing them to reflect on their own actions... corrections from various situations serve as reflection..." (P5)

Theme 3: Adolescents' Autonomy in Decision-Making

Analysis of participants' information revealed that adolescents' autonomy in decision-making can be conceptualized under three subthemes: (1) Limits of Adolescents' Freedom; (2) The Importance of Providing Opportunities for Decision-Making; (3) Balance Between Freedom and Supervision. The subtheme limits of adolescents' freedom consists of two categories: freedom and independence, and boundaries of freedom.

The subtheme the importance of providing opportunities for decision-making comprises the categories developing a sense of responsibility, critical thinking, and problem-solving.

The subtheme balance between freedom and supervision consists of the categories establishing two-way communication and setting mutually agreed rules and consequences.

Subtheme: Limits of Adolescents' Freedom

The subtheme limits of adolescents' freedom, as part of adolescents' autonomy in decision-making, consists of the following categories: freedom and independence, and boundaries of freedom.

(1) Freedom and Independence Category

The freedom and independence category emphasizes the importance of adolescents developing self-reliance while being supported by their parents. This is illustrated by the following interview excerpts:

"Then, one of the most important things is that we always rely on the child to be independent. Independence means that when they want to do something, they first make an effort on their own. They have to try by themselves, and eventually, when they are able, they can complete it independently." (P1)

"...The child is given freedom, but as a parent, I still maintain control. The parenting approach we have applied has never pressured them... I never force them; wherever they feel comfortable, I guide them. I explain that in the future, the person they become should have certain qualities. I don't force them; I am honest. Perhaps their friends take extra lessons, but I never gave extra lessons—school is enough. I want their childhood to be happy, playing naturally. I don't want to force them." (P2)

(2) Boundaries of Freedom Category

The boundaries of freedom category emphasizes providing freedom while maintaining necessary parental oversight. This is illustrated by the following interview excerpts:

"For me, I am flexible. I give my child freedom—anything they want is allowed—but there is still control." (P2)

"At the beginning, I always maintained supervision without the child knowing... I monitor their movements discreetly, making sure they are guided without being aware that I am observing everything." (P2)

"Then, as mentioned earlier... there are rules that are applied... control... When given trust, I am closer to them... sleeping with them, talking with them... they are quite open with me. On one hand, there is supervision, but there is also freedom... freedom with boundaries. On Saturday afternoons, certain activities must be carried out... usually, their mother and I participate in spiritual activities. Coincidentally, I am the head of the community, so many youth are involved. Therefore, they must behave properly, as this is important for their future life." (P3)

Subtheme: The Importance of Providing Opportunities for Decision-Making

The subtheme the importance of providing opportunities for decision-making consists of two categories: developing a sense of responsibility and critical thinking and problem-solving.

(1) Developing a Sense of Responsibility Category

The category developing a sense of responsibility emphasizes allowing adolescents to make choices that foster accountability and care for others. This is illustrated by the following interview excerpts:

"My hope is that I want... them to become a more responsible individual, and also more caring toward others." (P2)

"Freedom. They must be able to work... so that one day they can take responsibility." (P4)

"Freedom... giving them responsible freedom..." (P5)

(2) Critical Thinking and Problem-Solving Category

The category critical thinking and problem-solving highlights giving adolescents the opportunity to encounter challenges and develop creative solutions. This is illustrated by the following interview

excerpt:

"...if there are obstacles, I hope they can think critically. I don't have to hit the wall; instead, they can climb over it. So, they become more creative and find their own way." (P5)

Subtheme: Balance Between Freedom and Supervision

The subtheme balance between freedom and supervision consists of two categories: establishing two-way communication and setting mutually agreed rules and consequences.

(1) Establishing Two-Way Communication Category

The establishing two-way communication category emphasizes maintaining open dialogue between parents and adolescents while guiding them in social and personal development. This is illustrated by the following interview excerpt:

"Alright... thank you. Our parenting approach may lean more toward two-way communication, so there are matters that we might need to discuss. During dinner, we always sit at the same table, and I always ask about their day at school. We maintain ongoing communication... So, there is two-way communication, but there are areas where boundaries are given. For example, when their ego appears, it is redirected appropriately to build relationships with others... There are other areas that need to be emphasized further." (P3)

(2) Setting Mutually Agreed Rules and Consequences Category

The category setting mutually agreed rules and consequences emphasizes establishing clear family rules and expectations, while ensuring parental support and guidance. This is illustrated by the following interview excerpt:

"So, the core principles... even when they are with neighbors, or within the family, they know that by 6 p.m. they must return home, come and talk with mom and dad first, and then go back out. The principle we emphasize is that whatever the issue, mom and dad are always here, supporting them. They should never ask anyone else for something, as long as mom and dad are available. They have never done that; this is my principle. This is the obligation of us, the parents." (P1)

Theme 4: Handling Conflicts and Differences of Opinion

Analysis of participants' information revealed that handling conflicts and differences of opinion can be conceptualized under two subthemes: (1) Causes of Conflict; (2) Parents' Strategies in Handling Conflict. The subtheme causes of conflict consists of three categories: mismatch of expectations between parents and adolescents, communication problems, and peer and social media influence. The subtheme parents' strategies in handling conflict consists of three categories: democratic approach and open dialogue, application of critical thinking and empathetic communication, and active listening.

Subtheme: Parents' Strategies in Handling Conflict

The subtheme parents' strategies in handling conflict, as part of handling conflicts and differences of opinion, consists of the following categories: democratic approach and open dialogue, application of critical thinking and empathetic communication, and active listening.

(1) Democratic Approach and Open Dialogue Category

The democratic approach and open dialogue category emphasizes resolving conflicts through discussion between parents before communicating decisions to adolescents. This is illustrated by the following interview excerpt:

"When handling conflicts, my wife informs me first, and then we discuss it together. Since she can be a bit strict in educating the child, this ensures we do not hurt the child. So, we discuss any issue and only after reaching a solution do we communicate it to the child. We don't immediately address conflicts... The conflict is resolved first before I talk to the child: 'You want it this way, but mom and dad do not agree...'" (P1)

(2) Application of Critical Thinking Category

The application of critical thinking category emphasizes encouraging adolescents to think creatively and find alternative solutions when facing challenges. This is illustrated by the following interview excerpt:

"...if there are obstacles, I hope they can think critically. I don't have to hit the wall; instead, they can climb over it, becoming more creative and finding their own way..." (P5)

(3) Empathetic Communication and Active Listening Category

The empathetic communication and active listening category emphasizes understanding adolescents' perspectives, responding with empathy, and actively listening to their concerns. This is illustrated by the following interview excerpt:

"...it seems enjoyable, but my older child always expresses dislike for a raised voice, though that comes from their mother. Perhaps it has always been like this..." (P1)

Theme 5: Overview of Parent–Child Relationship

Analysis of participants' information revealed that the overview of parent–child relationships can be conceptualized under three subthemes: (1) Emotional Closeness; (2) Quality of Communication; (3) Frequency and Type of Interaction. The subtheme emotional closeness consists of one category: sense of security. The subtheme quality of communication consists of one category: openness in communication. The subtheme frequency and type of interaction consists of the categories: openness and empathy in communication.

Subtheme: Emotional Closeness

The subtheme emotional closeness, as part of the parent–child relationship, consists of the following category: sense of security.

(1) Sense of Security Category

The sense of security category emphasizes the child's feeling of comfort and emotional safety with parents. This is illustrated by the following interview excerpts:

"...I am closer to my mother; with my father, less close, but with my mother, I feel closer..." (P7)

"...With mom, in your life, how do you feel with her? Do you feel comfortable, or... how do you feel with mom? Comfortable..." (P10)

Subtheme: Quality of Communication

The subtheme quality of communication, as part of the parent–child relationship, consists of one category: openness in communication.

(1) Openness in Communication Category

The openness in communication category emphasizes that adolescents share their experiences and issues openly with their parents. This is illustrated by the following interview excerpts:

"Okay, regarding the relationship... with parents... At home, I am actually one of the children who is quite open with my parents. So, every event at school, my parents at home always know. I don't hide anything that happens within me, such as problems with friends or anything else. My parents have taught me and my sibling from a young age that, no matter what, everything should be told to mom and dad so that they can help find solutions. So, I am always open, and communication is direct..." (P6)

"...if my father tells something to mom, it is more or less relayed to dad..." (P7)

Subtheme: Frequency and Type of Interaction

The subtheme frequency and type of interaction, as part of the parent–child relationship, consists of one category: openness and empathy in communication.

(1) Openness and Empathy in Communication Category

This category emphasizes that effective communication includes both listening and providing empathetic feedback. This is illustrated by the following interview excerpt:

"...Ah, only child, yes, yes, the reason why I am closer to mom is because she listens more and gives feedback when I share... whereas my father only listens without responding. Is it because he is a quiet person? Yes, quiet. Mom? Mom is more cheerful and talks more." (P7)

Theme 6: Children's Perception of Parents in Understanding Needs

Analysis of participants' information revealed that children's perception of parents in understanding needs can be conceptualized under two subthemes: (1) Fulfillment of Emotional, Social, and Educational Needs; (2) Level of Parental Understanding. The subtheme fulfillment of emotional, social, and educational needs consists of one category: affectionate, personal, and educational needs. The subtheme level of parental understanding consists of one category: parental sensitivity and responsiveness.

Subtheme: Fulfillment of Emotional, Social, and Educational Needs

The subtheme fulfillment of emotional, social, and educational needs, as part of children's perception of parents in understanding needs, consists of the following category: affectionate, personal, and educational needs.

(1) Affectionate, Personal, and Educational Needs Category

This category emphasizes that adolescents perceive their parents as understanding their needs for love, personal guidance, and educational support. The affectionate, personal, and educational needs category emphasizes that adolescents perceive their parents as attentive to their emotional, personal, and educational needs. This is illustrated by the following interview excerpts:

"So, if I were to describe our relationship at home, it is very good. I truly feel that I have a harmonious family. Regarding needs, my mother and father always make every effort to ensure that what my sibling and I require is fulfilled. But the needs that are genuinely necessary are not merely my wants or desires. We prioritize the needs that are truly important at the moment." (P6)

"...With my father and mother, very close at home. Now there are discussions together... If at school there is a subject I do not understand, we find a solution together with mom and dad, either through tutoring or searching for a teacher. Recently, my grades have improved." (P8)

"I feel that my parents understand my needs. For example, my current clothing, which may be old or small, they know I need new ones, so we go shopping. Sometimes with dad, but more often with mom. Since kindergarten, mostly with mom. Only once or twice with both dad and mom together. Mom knows more about school and understands my school needs, whereas dad is busy with work." (P9)

(2) Conditional Needs Category

The conditional needs category emphasizes that certain adolescent requests are fulfilled based on meeting specific conditions, promoting responsibility and effort. This is illustrated by the following interview excerpt:

"For example, asking for a motorcycle, but the grades must be good first... Are there conditions? Yes, conditions. Good grades. Mom and dad immediately granted it, providing the motorcycle. So the condition had to be fully met. When dad set the condition, mom also set the same condition. My feeling? Happy. First, it encourages more effort, studying, and perseverance, so that good grades could make the request granted." (P8)

Subtheme: Level of Parental Understanding

The subtheme level of parental understanding, as part of children's perception of parents in understanding needs, consists of one category: parental sensitivity and responsiveness.

(1) Parental Sensitivity and Responsiveness Category

This category emphasizes that parents understand adolescents' developmental sensitivity and make efforts to create an open and supportive environment. This is illustrated by the following interview excerpt:

"Because adolescents are still very sensitive, especially during this developmental stage, mom and dad try to ensure that we can openly communicate with them. Sharing stories... Usually, mom and

dad are working. The time we have together, all four of us sit together mostly at night. At night, we eat together or go out together.” (P6)

Theme 7: Perception of Freedom and Trust from Parents

Analysis of participants’ information revealed that perception of freedom and trust from parents can be conceptualized under two subthemes: (1) Decision-Making Freedom; (2) Level of Trust. The subtheme decision-making freedom consists of one category: freedom of opinion, appreciation, and advice. The subtheme level of trust consists of one category: trust.

Subtheme: Decision-Making Freedom

The subtheme decision-making freedom, as part of children’s perception of freedom and trust from parents, consists of the following category: freedom of opinion, appreciation, and advice.

(1) Freedom of Opinion, Appreciation, and Advice Category

This category emphasizes that adolescents feel free to express their opinions, provide suggestions, and receive appreciation for their input. This is illustrated by the following interview excerpts:

“For this, regarding mom and dad, actually for my sibling and me, they give us freedom. As much freedom as possible. Free to comment, free to give opinions, perspectives, or suggestions. Mom and dad give us this complete freedom. Mom and dad also grant us freedom in general.” (P6)

“In this matter... do you feel given freedom and trust? Yes, definitely given freedom. If mom gives freedom and trust, dad will also follow.” (P7)

“It’s up to me... maybe I have a certain opinion, this is how I think. Excuse me, they always listen first, and if there is any issue, it is discussed together, then we can find a way out.” (P8)

Subtheme: Level of Trust

The subtheme level of trust, as part of children’s perception of freedom and trust from parents, consists of one category: trust.

(1) Trust Category

This category emphasizes that adolescents perceive parents as granting trust while also instilling responsibility to uphold it. This is illustrated by the following interview excerpts:

“Mom and dad give trust, but they always leave one message. Once given trust, do not disappoint. That is what both of us are taught. For trust and freedom, mom and dad give us complete freedom. We can do what we want, but from childhood, mom and dad instilled that once given trust, it should not be broken. Regarding freedom and trust in these matters, we must always remember their message: do not disappoint because trust has been given.” (P6)

“For example, if I want to go to a party, usually parents are sometimes worried. If it’s a party until morning, mom gives trust, and when trusted, I return home safely. But if going far, mom supervises, giving trust so I am safe and come back home safely. So, I feel that my parents give freedom and trust.” (P7)

“From waking up in the morning until going to bed at night... trust involves discipline.” (P8)

“Do mom and dad give me freedom? Do they give certain trust? I feel they give a certain level of trust and freedom. For example, going far with friends, once we went camping at the sea. I feel they gave trust. How they give freedom to go alone... trust is given, but I do not forget to take care of myself.” (P9)

“...What do you think freedom and trust given means? For example, burning things with friends is allowed, as long as you return on time. So, with friends it’s okay, but come back on time—mom trusts me.” (P10)

Theme 8: Parental Response to Children’s Mistakes

Analysis of participants’ information revealed that parental response to children’s mistakes can be conceptualized under two subthemes: (1) Reprimands; (2) Regulation. The subtheme reprimands consists of one category: verbal. The subtheme regulation consists of one category: rule-making.

Subtheme: Reprimands

The subtheme reprimands, as part of parental response to children's mistakes, consists of the category verbal.

(1) Verbal Category

This category emphasizes that parents use verbal guidance or correction to respond to children's mistakes, balancing firmness with care. This is illustrated by the following interview excerpts:

"Mom usually gives gentle reprimands. Sometimes if it's excessive, the tone may be a bit higher, but we both feel it is a good reprimand, not angry scolding, because the intention is what's best for us." (P6)

"Ever violated rules? Yes, sometimes just a verbal reprimand, like not going out, not using the phone, because we broke trust." (P8)

"When I was told... maybe I often played on my phone, so I was scolded. Told to act quickly, but I often played on the phone, so I was reprimanded." (P9)

Subtheme: Regulation

The subtheme regulation, as part of parental response to children's mistakes, consists of the category rule-making.

(1) Rule-Making Category

This category emphasizes that parents establish rules to guide behavior and ensure safety, particularly in situations requiring boundaries. This is illustrated by the following interview excerpt:

"Mom and dad make certain rules, especially related to going out? For example, if going out, must not return too late at night." (P9)

Theme 9: Children's Perception of Parenting Style

Analysis of participants' information revealed that children's perception of parenting style can be conceptualized under two subthemes: (1) Social Interaction; (2) Parenting Style. The subtheme social interaction consists of one category: positive aspects, appreciation, and advice. The subtheme parenting style consists of one category: usefulness for the future.

Subtheme: Social Interaction

The subtheme social interaction, as part of children's perception of parental freedom and trust, consists of the category positive aspects.

(1) Positive Aspects Category

This category emphasizes that adolescents recognize the positive impact of their social interactions, even when parental control is limited, and value self-awareness and personal development. This is illustrated by the following interview excerpts:

"After thinking about it, now that I am more mature, my mind is more open. I realize there are positive aspects as well. Nowadays, social interactions cannot be fully controlled. If children are far away, we cannot control them. So, it depends on self-awareness to see our own development. In my opinion, that's okay. No problem." (P6)

Subtheme: Parenting Style

The subtheme parenting style consists of the category usefulness for the future.

(1) Usefulness for the Future Category

This category emphasizes that adolescents perceive attentive and balanced parenting as preparing them for independence and social integration in the future. This is illustrated by the following interview excerpt:

"So, the parenting attention from mom and dad now makes me feel safe in society, not overly restricted. That is, if I consider that the rules at home are combined with school regulations, it should be better for the future. According to me, the rules at school and at home are acceptable." (P7)

DISCUSSION

Based on the results of observations and in-depth interviews regarding parental parenting practices applied within the family toward adolescents, nine themes were identified.

Parenting Adolescents

Analysis of participants' information revealed that the concept of parenting adolescents can be explained through one subtheme, namely parenting style, which consists of three categories: authoritarian, democratic (authoritative), and permissive. This finding aligns with theoretical models of the authoritative parenting style (firm + responsive), which has been shown to enhance family cohesion and reduce conflict intensity. This style provides adolescents with autonomy and understanding while maintaining boundaries for rational reasons (Abidin et al., 2022). Such an approach is also associated with adolescents' life satisfaction and psychological well-being (Li et al., 2023).

The researchers argue that the approach to parenting adolescents is heavily influenced by the parenting style implemented within the family. When parents adopt a democratic or authoritative style, adolescents are more likely to accept rules because they feel respected, involved in decision-making, and emotionally secure. Conversely, authoritarian or permissive styles tend to create emotional distance and may trigger conflicts or deviant behaviors. These findings underscore the importance of balancing control and freedom in raising adolescents.

Principles of Parenting

Analysis of participants' information revealed that the principles of parenting adolescents can be conceptualized under three subthemes, namely internal motivation and external motivation. The subtheme internal motivation consists of one category: drive, while the subtheme external motivation consists of one category: problem-solving. This finding is supported by theories of cultural and socio-environmental context (collectivism vs. individualism), which shape parental priorities such as group conformity or individual autonomy (Li et al., 2023). The researchers argue that parenting principles for adolescents are influenced by internal drives, such as the parents' sense of responsibility, as well as external motivators, including environmental challenges or social pressures. The values upheld by parents are reflected in their parenting approach, including how they facilitate problem-solving skills and independence in their children. These principles are essential for shaping adolescents' character and mindset in navigating the dynamics of life.

Adolescents' Freedom in Decision-Making

Analysis of participants' information revealed that adolescents' freedom in decision-making can be conceptualized under three subthemes: 1) limits of freedom, 2) importance of providing opportunities for decision-making, and 3) balance between freedom and supervision. This finding is supported by the Basic Psychological Needs Theory, which emphasizes that the need for autonomy is crucial. Parenting practices that are supportive and autonomy-enhancing facilitate adolescents' autonomy and competence, making them more resilient to peer pressure (Abidin et al., 2022; Crespo-López & Koning, 2025). The researchers argue that granting adolescents the freedom to make decisions is an essential learning process for developing responsibility and critical thinking skills. Adolescents who are guided yet given autonomous space tend to exhibit healthy independence. However, freedom must still be framed within positive supervision and open two-way communication to prevent unrestricted behavior without direction.

Conflict Management and Differences of Opinion

Analysis of participants' information indicated that conflict management and differences of opinion can be conceptualized into two subthemes: the causes of conflict and parental strategies in handling conflict. Family conflicts can strengthen relationships if accompanied by open communication and negotiated legitimacy of authority. Adolescents' autonomy expectations and perceived legitimacy of parental authority mediate conflict quality and family cohesion (Bi et al., 2018). The researchers

argue that conflict between parents and adolescents is a natural part of the developmental process, particularly as adolescents begin to form their self-identity. Effective conflict management involves parents' ability to create dialogue opportunities, listen empathically, and avoid authoritarian approaches that suppress adolescent expression. In this context, a democratic approach has been shown to be more effective in fostering cohesion and trust within the family.

Parent–Child Relationship Overview

Analysis of participants' information revealed that the parent–child relationship can be interpreted through three subthemes: 1) emotional closeness, 2) communication quality, and 3) communication frequency and type. This is supported by Maryana et al. (2023) , who argue that perceptual differences between parents and adolescents regarding warmth and control reflect the quality of family communication. Discrepancies in perception can increase the risk of depressive symptoms and misunderstandings in parent–child relationships. Researchers suggest that a healthy parent–child relationship is strongly influenced by communication quality and emotional closeness. When communication is open and parents demonstrate empathy, adolescents feel safe and comfortable to express themselves. This provides a solid foundation for building adaptive emotional attachment and strengthening trust within the family.

Adolescents' Perceptions of Parents' Understanding of Their Needs

Analysis of participants' information indicated that adolescents' perceptions of parents' understanding of their needs can be conceptualized into two subthemes: 1) fulfillment of emotional, social, and educational needs, and 2) parents' level of understanding. This is supported by meta-emotion theory, which suggests that parents who are able to recognize and regulate their own emotions while guiding their children's emotional experiences (emotion coaching) can promote positive emotional regulation in adolescents and reduce the risk of depression. The IPAR theory also highlights that interpersonal acceptance (warmth) forms the basis for adolescents' perception of being valued and loved. The researchers argue that adolescents' perceptions of parental understanding largely depend on the extent to which parents demonstrate sensitivity and responsiveness to their children's emotional, social, and educational needs. When parents are emotionally present and attuned to adolescents' needs without judgment, adolescents feel valued, which in turn strengthens attachment and bonding within the family.

Adolescents' Perceptions of Freedom and Trust from Parents

Analysis of participants' information revealed that adolescents' perceptions of parental freedom and trust can be conceptualized into two subthemes: 1) freedom in decision-making, and 2) level of trust. This is supported by research indicating that adolescents who perceive themselves as granted freedom and trust by their parents report higher self-efficacy (Abidin et al., 2022; Crespo-López & Koning, 2025). The authoritative parenting style is typically associated with constructive autonomy. Researchers note that the provision of freedom and trust by parents serves as an important foundation for developing adolescents' self-efficacy. When parents respect their children's opinions and allow space for their input, adolescents tend to be more open, responsible, and motivated to become independent. Parental trust represents a critical form of validation for adolescents in forming their identity.

Parents' Responses to Children's Mistakes

Analysis of participants' information showed that parents' responses to children's mistakes can be conceptualized into two subthemes: 1) verbal correction, and 2) rule-setting/relational regulation. A positive discipline approach, which emphasizes learning from mistakes rather than harsh punishment, is more effective in promoting responsibility. Warm yet firm discipline strengthens family structure and support without excessive pressure. The researchers argue that parental responses to children's mistakes are a key indicator of the disciplinary style within the family. Overly harsh approaches can create fear and emotional distance, whereas overly permissive approaches can encourage irresponsibility. Therefore, positive discipline—emphasizing dialogue,

reflection, and clear but empathetic consequences—is an ideal approach for cultivating adolescent self-discipline.

Adolescents' Perceptions of Parenting Styles

Analysis of participants' information indicated that adolescents' perceptions of parenting styles can be conceptualized into two subthemes: 1) social interaction/peer engagement, and 2) perceived usefulness of parenting for future development. Parent–adolescent discrepancies regarding warmth and control are correlated with relationship quality and adolescent mental health. High discrepancies are associated with poor communication and internalizing symptoms, such as depression. Researchers contend that adolescents' perceptions of parenting significantly influence how they interpret interpersonal relationships and their trust in parental authority. When adolescents perceive parenting as supportive, fair, and constructive, they develop a positive view of family values and their future prospects. Conversely, if parenting is experienced as burdensome or controlling, it can lead to resistance, conflict, and psychological difficulties.

CONCLUSION

Based on the analysis of the nine main themes, the parenting patterns applied in families toward adolescents can be summarized as follows: Parenting styles (authoritarian, democratic/authoritative, permissive) form the primary foundation for educating adolescents, with the authoritative style proving to be the most adaptive and psychologically healthy. Parenting values and principles are influenced by internal motivations (such as responsibility and love) and external factors (such as social influences and contemporary challenges). Decision-making autonomy represents recognition of adolescents' independence, yet it must be framed within wise supervision. Conflicts and differences of opinion are natural in parent-adolescent relationships and can strengthen family cohesion if managed through open communication. The quality of the parent-child relationship depends on emotional attachment, communication intensity, and parental involvement frequency. Parents' understanding of adolescents' needs, particularly emotional and educational needs, enhances adolescents' sense of being valued and promotes psychological bonding. The provision of trust and autonomy fosters self-efficacy and supports the development of a healthy independent identity. Parental responses to children's mistakes reflect the disciplinary approach; warm and firm guidance is more effective than harsh punishment. Finally, adolescents' perceptions of parenting influence their self-image, emotional stability, and social relationships.

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