

Javanese and Batak Tribes: The Role of Moderation in Parenting Style on Self-Control in Adolescents

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Abstract:

This research aims to determine the influence of parenting styles on self-control which is moderated by ethnicity in adolescents. The research design used is a correlational quantitative design. Sampling technique using method *convenience sampling*. The research used 2 scales, namely the Parental Style Inventory II (PSI-II) to measure parenting style and the Brief Self Control Scale to measure self-control. The data analysis technique in this research is using moderated regression analysis and simple regression tests. The research results show that ethnicity does not moderate the influence of parenting style on self-control ($P_{Int_1} = 0.5323 > 0.05$). Besides that, independent testing obtained significant results (parenting style influence self-control). However, when there is a covariate (another variable present), namely ethnicity and controlled simultaneously, it becomes insignificant (in the test using Hayes).

Keywords: parenting style, self-control, Javanese tribe, Batak tribe, adolescents.

1. Introduction

Adolescence is a phase where a person faces a crisis within himself, in the sense that he is looking for his identity or identity. Adolescence is a phase where a developmental transition is occurring between childhood and adulthood in which biological, cognitive and emotional changes occur. Each period of change has its own problems which are not always directly proportional to the absence of problems [1]. In finding their identity, adolescents need self-skills, one of which is the ability to control themselves. Self-control is a person's ability to appropriately regulate emotional reactions to internal and external stimuli, and the ability to adapt to social expectations. Low self-control is usually characterized by impulsiveness, inappropriate risk-taking, inability to delay gratification, and limited emotional sensitivity towards others [2].

A person experiences weak self-control due to a depleted ego state, which is a condition where a person experiences fatigue and depletion of self-control abilities, causing a person's inability to regain self-control. Weak self-control can also cause someone to be easily persuaded by stimuli [3]. In this way, self-control is the reason a person behaves or responds to every problem they are facing. Someone with positive self-control tends to respond well to problems, whereas on the other hand, if someone has negative self-control, they tend to have difficulty responding to the problems they are facing.

Weak self-control can be a cause of juvenile delinquency, this can be proven by research results which explain that there is a significant influence of self-control on juvenile delinquency [4]. Cases of juvenile delinquency in Indonesia are a frequent problem, UNICEF data in 2016 shows that cases of delinquency among Indonesian adolescents are estimated to reach 50% [5]. Apart from that, the BKKBN noted that cases of adolescents having sexual relations reached a fairly high percentage, with details of 60% of adolescents aged 16-17 years, 20% of adolescents aged 14-15 years, and 20% of adolescents aged 19-20 years [6].

A lot of research on self-control has been carried out, especially during adolescence, which has obtained various kinds of findings. The research obtained can be positive and negative, one positive research result is the significant contribution of self-control to learning motivation [7]. For negative research results namely adolescent behavior in impulsive buying, where self-control has an effective contribution to this behavior [3]. Based on this, it can be seen that self-control can influence a person's behavior, both positive behavior and negative behavior. A person can behave positively if his self-control is positive, and vice versa, a person's negative behavior is the result of his negative self-control.

Self-control is not formed directly but rather through a developing process that is influenced by several factors. Factors that influence self-control include internal factors including age and maturity and external factors including the environment, one of which is parenting style [8]. Apart from that, many studies have examined other sources that have an influence on self-control, including the living environment, friends and school environment. However, research results show that parenting style has the greatest influence on self-control compared to these other sources [9]–[12].

Parenting it self is a diverse construct that has various terms that reflect various aspects of the parenting process. In relation to adolescent self-control, there are three broad dimensions of parenting, namely positive parenting practices, negative parenting practices and parent-child relationships, in relation to adolescent self-control [13]. Positive parenting practices refer to parental behaviors that reflect positive control and warmth, such as parental warmth, monitoring, supervision, consistent discipline, parental support, and authoritative parenting [14], [15]. Meanwhile, negative parenting practices refer to behavior that reflects negative control and hostility, such as harsh parenting, inconsistent discipline, coercive punishment, authoritarian parenting, and permissive parenting [14], [15]. Next to the parent-child relationship which refers to the emotional bond of children with their parents [16], this construct is also often labeled parent-child attachment [17] or parent-child bond [18].

Research on parenting with self-control, especially during adolescence, has produced mixed findings. While some studies have reported strong cross-sectional and longitudinal relationships between parenting styles and self-control during adolescence [10], [19]–[21], other studies have reported only modest relationships significant simultaneously [22]–[25]. In addition, several studies found significant relationships for some parenting dimensions, but not for others [26], [27]. Therefore, these mixed previous findings can be explained by the notion that the magnitude and direction of the relationship between parenting and self-control in adolescence remain unclear [13].

Several previous studies found that there was an inconsistent relationship between parenting style and self-control. It is possible that there are other variables that moderate parenting style and self-control. This variable is the culture within a tribe. The relationship between parenting styles and self-control or self-control may be moderated by other factors such as culture, age and gender [13]. Cross-cultural studies compare the relationship between parenting styles and self-control in adolescents from different cultural and ethnic backgrounds, and produce mixed evidence. Positive parenting style correlates (e.g., closeness and monitoring) were significantly less related to self-control in Swiss, Dutch, and Hungarian adolescents but not in Slovenian or Japanese adolescents (for monitoring only), thus the inconsistencies may be due to cultural differences. parenting [21], [28]. There is a positive relationship between parental monitoring and self-control for Roma but not for non-Roma adolescents [27].

The cultures in Indonesia are many and varied, as are the ethnicities. The Javanese tribe is one of the tribes with the largest population in Indonesia, with 40.22% of the total population of Indonesia [29], [30]. The population centers of the Javanese tribe are located in three large provinces on the island of Java, namely East Java, Central Java and the Special Region of Yogyakarta, but the distribution of the Javanese people is very large, almost all over Indonesia there are people with the Javanese tribe [29]. The Javanese adhere to Javanese values consisting of *isin*, *wedi*, *sungkan* [31]. The values or habits taught to the Javanese tribe are maintaining trust, harmony, good manners or respect and manners by using good language according to differences in age and social status, punctuality or discipline, patience, ethics, namely prohibiting speaking in a high voice [31]–[35].

Apart from the Javanese, the Batak tribe is also one of the tribes with the largest population in Indonesia, with 3.58% of the total population of Indonesia [29], [30]. The population of the Batak tribe is Karo, Simalungun, South Tapanuli, North Tapanuli and Dairi districts, but apart from these areas, many Batak people live outside the area [29]. The Batak tribe in its philosophy of life has the goals of *hagabeon*, *hamoraon*, and *hasangapan* [31]. The values or habits taught to the Batak tribe are responsibility, competitiveness, toughness, firmness, courage, never giving up, tough religious values, honesty, high education [31], [35]–[37].

The values taught to the Javanese and Batak tribes can be different because each region certainly has its own values and norms that apply generally in shaping the character of society according to its culture [38]. The differences in values between the cultures of the Javanese and Batak tribes that are taught can influence self-control or self-control [35]. The parenting pattern of one tribe will be different from another tribe depending on the rules, values and culture adopted in the local culture, communication patterns used by

parents, as well as the goals, vision and mission of the culture which influence the way parents educate their children [31]. Where parenting style also have a relationship with self-control or self-control in several previous studies.

So far there has been research regarding the relationship between parenting styles and self-control [10], [19]–[25]. However, researchers have not found research on the role of ethnic moderation in Indonesia in parenting style on adolescent self-control. Thus, this research aims to determine the influence of Javanese and Batakese moderated parenting and self-control on adolescents. The theoretical benefit of this research is that it is hoped that it will be useful for the wider development of psychological science, especially regarding parenting style, self-control and ethnicity. Another benefit is practical, as a basis for developing appropriate interventions for parents in appropriate parenting.

2. Literature Review

2.1. Self Control

Self-control is defined as the capacity to override or change one's inner responses and to interrupt unwanted behavioral tendencies, and to refrain from acting on these tendencies [39]. Self-control is the regulation of a person's physical, psychological and behavioral processes, in other words a series of processes that can shape oneself [40]. Most theories about self-control argue that self-control is the ability to inhibit one's impulses which can have a good effect by restraining oneself from undesirable things [41]. Thus it can be concluded that self-control is a person's ability to prevent himself from doing something that is not good.

Self-control has two dimensions, namely [41]: (1) Inhibition which is the individual's ability or capacity to resist impulse control or temptation; (2) Initiation which is an individual's ability or capacity to initiate or act on behavior that is directed at long-term goals or orientation. Individuals who have high self-control have two types of characteristics, namely, individuals with high self-control display the ability to (1) restrain impulses and change responses to impulses, (2) for greater long-term rewards. These individuals tend to provide counter-intuitive or non-spontaneous responses [42]. In contrast, individuals with low self-control show an inability to restrain impulses and are unable to change responses to impulses, and are oriented towards short-term immediate rewards. These individuals tend to give spontaneous responses [42]. For example, individuals who have high self-control will rate the statement "I am good at resisting temptation" with a high agree/agree score. Meanwhile, individuals who have low self-control will evaluate the statement by giving a relatively lower score. This research will refer to the definition of self-control and use two dimensions, namely inhibition and initiation belonging to [41].

2.2. Parenting

[14] define parenting as a collection of parental attitudes and behavior towards children which aims to create an emotional climate in which parental behavior can be expressed. Parenting style themselves are different from parenting practices. While parenting refers to the overall emotional climate in which parent and child interactions occur, parenting practices refer to specific goals such as encouraging academic achievement. The initial theory about parenting style was put forward by Baumrind who categorized parenting style based on the dimensions of responsiveness and demandingness. Responsiveness refers to the extent to which parents demonstrate affectional warmth, acceptance, and involvement. Meanwhile demandingness refers to the extent to which parents demonstrate control and demand for maturity and supervision. There are three parenting styles, namely authoritarian, authoritative and permissive. The three typologies of parenting styles were then expanded by Maccoby & Martin, namely neglect or ignoring parenting styles. The authoritative parenting style strikes a balance between responsiveness and demands. Parents are controlling and demanding but also warm, rational and accepting of children. Parental warmth refers to the ability to accept and respond to their children's behavior rather than rejecting and being unresponsive [43].

Parenting theory was later developed by [44] produced three dimensions of parenting from the two dimensions previously described. First, the dimension of responsiveness develops into acceptance/involvement which refers to the extent to which children feel that their parents love, are responsive and involved in changes and the needs of teenagers. Meanwhile, the demandingness dimension includes the strictness-supervision and psychological autonomy granting dimensions. Strictness-supervision refers to the extent to which parents monitor, supervise and are aware of children's activities and whereabouts and evaluate children's behavior and attitudes according to behavioral and psychological standards. Autonomous granting refers to parents' tolerance of children's opinions and applying democratic

discipline in parent-child relationships. In recent developments regarding measuring instruments, the dimensions of parenting have developed into three, namely responsiveness, autonomy-granting and demandingness [45], [46]. This research will refer to [14] definition of parenting and uses three dimensions of responsiveness, autonomy-granting and demandingness.

2.3. Ethnic group

Tribe or ethnicity is defined as a unified social group of people who differentiate each other from other groups based on cultural identity and language [47]. This can also include similarities in origin, skin color, the origin of the formation of each belief [47]. So it can be concluded that a tribe or ethnicity is a social unit that differentiates it self from other units based on origin, which will later be grouped according to the characteristics of a particular culture or ethnicity.

The Javanese tribe is one of the tribes in Indonesia and is one of the largest tribes with a number of around 90 million [48]. The Javanese are synonymous with politeness, have a gentle nature, are flexible or do not argue when a dispute occurs, but tend to easily hold grudges, differentiate people from caste or class, or origin, and tend to be closed [48]. Javanese parenting style tend to be free, democratic, with freedom to choose or do something, as long as they are responsible, more open, provide opportunities to express opinions and be able to discuss, good manners, politeness and manners to older people, speaking style different between peers and older people, disciplined, knowing boundaries when interacting socially in accordance with cultural values [31], [32], [34], [35].

Furthermore, the Batak tribe is one of the tribes in Indonesia that lives in the North Sumatra Province, specifically the North Tapanuli or Samosir area [49]. The Batak tribe is known as a tribe that grows and lives in culture, its entire life process is an expression or emergence that comes from the customs and cultural values it has studied [49]. Parenting style in the Batak tribe, conveying thoughts or opinions quite loudly or firmly, which sometimes arises in debate, adhering to the religious values they adhere to, being tough and firm in interactions with the opposite sex and education, honing themselves to be strong, tending to be democratic-authoritarian [31], [35], [50]. Differences in parenting style can be seen from the way it is delivered, the Batak tribe tends to be strict in parenting or educating. This is because the Batak tribe is famous for its tough character, spontaneity and openness [51].

Apart from differences in parenting style between the two tribes, there are also differences in self-control or self-control in the two tribes. The Javanese tend to have difficulty in managing themselves in situations related to other people, such as feeling uncomfortable with other people, but this makes the Javanese tend to have good self-control because they are known for being calm, gentle, patient, sincere and polite in their behavior social interaction because it adheres to the principles of living in harmony and harmony [35], [37], [52], [53]. Meanwhile, the Batak tribe has difficulty in managing themselves in situations related to themselves, such as difficulty controlling their temperament or irritability and quick temper [35]. The values held by the Batak tribe regarding never giving up and being brave often result in aggressive behavior due to a lack of self-control [37]. The differences in self-control or self-control can be due to the parenting style provided by parents, because parenting is the key to socialization that is responsible for a person's self-control [21], [35].

2.4. Parenting style for Self-Control

Parents who use positive parenting strategies provide clear standards of behavior [54], monitor and discipline their children's undesirable behavior in a timely and consistent manner [18], and guide them to resolve their problems themselves [55], [56], all of which helps them gradually internalize the rules and expectations of others regarding what is appropriate behavior and can encourage the development of self-control in adolescents. Many studies link positive parenting styles with adolescent self-control, generally finding that positive parenting styles are associated with the development of good self-control in adolescents [10], [19]–[21], [26]. However, it should be noted that some inconsistent findings have emerged in terms of significance and magnitude. For example, [22] did not find a significant longitudinal relationship between positive parenting and self-control during early adolescence.

Parents who use negative parenting strategies tend to eliminate opportunities for adolescents to find self-control strategies independently [57], provide little or no guidance to adolescents to self-regulate when needed [58], monitor and disciplining unwanted adolescent behavior inconsistently or ineffectively [18], and creating a stressful family environment that compromises the child's internalization of social rules [59], [60].

Therefore, negative parenting provides a context that hinders the development of self-control in adolescence. Consistent with this suggestion is previous research which generally finds that negative parenting styles are associated with low self-control [61]–[65]. However, once again the evidence is inconsistent. For example, previous research found that mothers' authoritarian and permissive parenting styles and fathers' authoritarian and permissive parenting styles were not significantly related to their adolescent children's self-control [66].

For parent-child relationships, parents who successfully build a close bond help children to develop better emotional regulation abilities, which become the basis for further development of self-control [16], [17], [25], [67]. Close parent-child relationships (in some studies defined as secure parent-child attachment) during adolescence serve as a foundation for parents to monitor, recognize, and discipline adolescent behavior [18], and in turn, encouraging children to share information about daily activities with parents [68], [69]. Close parent-child relationships thus provide a conducive context for parental scaffolding and teaching self-control. Consistent with this suggestion is a large body of research that finds that secure attachment is associated with better self-control [70]–[74]. However, the strength of these relationships varies greatly. Some studies found that the relationship between parent-child relationships and self-control was close to zero [75], some studies found significant but small relationships [76], and some studies found significant relationships with moderate effect sizes [77].

2.5. Tribe as Moderation

So far, cross-cultural studies that have compared the relationship between parenting styles and self-control in adolescents from different cultural and ethnic backgrounds have obtained mixed results. This is because the culture of an ethnicity or tribe contributes or is a predictor of the care given by parents to children which has implications for adolescent self-control or control. Overprotective parenting can be caused by cultural factors [78]. Positive parenting styles such as closeness and monitoring are significantly related to self-control in Roma, Slovenian and Japanese adolescents, but are not much related to non-Roma, Swiss, Dutch and Hungarian adolescents [21], [27], [28]. These inconsistencies may be due to cultural differences in parenting.

The values taught in an ethnic group can be different because each region certainly has its own values and norms that apply generally in shaping the character of society according to its culture [38]. Previous qualitative research suggested that differences in cultural values between the Javanese and Batak ethnic groups that are taught can influence self-control or self-control [35]. The parenting pattern of one tribe will be different from another tribe depending on the rules, values and culture adopted in the local culture, communication patterns used by parents, as well as the goals, vision and mission of the culture which influence the way parents educate their children [31]. Where parenting style also have a relationship with self-control or self-control.

2.6. Framework of thinking

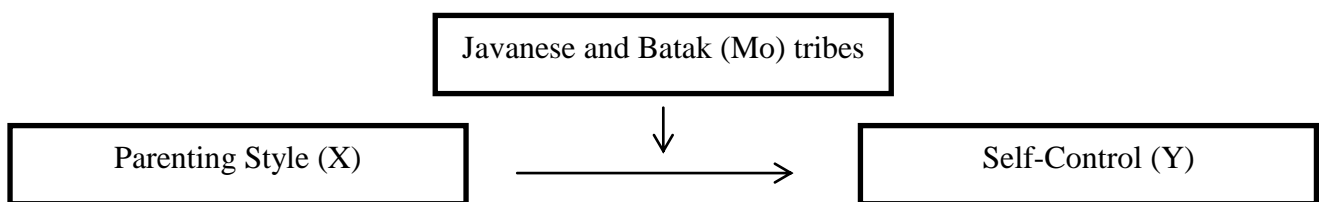


Figure 1: Framework for thinking

Hypothesis

Based on the presentation of the literature review and thinking framework above, the hypothesis in this research is:

H1: The more positive the parenting style, the better the self-control of adolescents

H2: Ethnicity moderates parenting style and self-control in adolescents

3. Methodology

3.1. Research Design

This research uses a correlational quantitative method approach. This correlational research is to test the influence of the independent variable on the dependent variable. In this research, the variables used are parenting style (X), self-control (Y), and Javanese and Batak ethnic groups (Mo).

3.2. Research Subjects

The population in this study were all Javanese and Batak youth aged between 12-21 years. The population size in this study is unknown, so researchers used the Lemeshow formula to determine the sample size.

$$n = \frac{Z^2 p (1 - p)}{(d)^2}$$

Based on this formula, it was obtained that the minimum sample size was 96 respondents with a sampling error of 10% [79]. The sampling technique used is convenience sampling, namely collecting samples by taking samples located around the location or internet service [80]. Sampling was carried out by distributing research questionnaires using Google Form. The use of this sampling technique is based on the difficulty of randomizing an unknown population. The sample obtained in this study was 149 people (average age 18.9 years, late teenage age category 79.9%, Javanese 84.6%, Batak 15.4%).

3.3. Research Variables and Instruments

Parenting style is the behavior of parents in parenting related to acceptance, granting autonomy and supervision. The instrument that will be used in this research to measure parenting style is an adaptation of the Parental Style Inventory II (PSI-II) by [45]. This instrument consists of 32 statements and three dimensions, namely responsiveness, autonomy-granting and demandingness as well as five response options from strongly disagree to strongly agree.

Self-control is an individual's capacity to control certain responses in the hope of behaving accordingly, in order to achieve long-term goals. The instrument that will be used in this research to measure self-control is the Brief Self Control Scale compiled by [41] and then adapted by [42]. This instrument consists of 10 items/statements and two dimensions, namely inhibition and initiation. This scale has 7 answer choices from strongly disagree to strongly agree. This Indonesian version of the self-control scale has good psychometric properties, namely good internal consistency and has been proven valid.

3.4. Research Procedures

The first thing that is done in the research procedure is determining the population, sample, research subject criteria. Second, prepare research instruments in the form of measuring tools and scales by going through adaptation stages and using scales directly. In this research, the scale in question consists of *Parental Style Inventory II* (PSI-II) to measure parenting style, the Indonesian Version of the Short Self-Control Scale to measure self-control. After that, the researcher compiled each research instrument into a Google form to make it easier for subjects to fill in. Third, researchers distribute research instruments to predetermined subjects. Fourth, after completing the data collection, scoring and data analysis are carried out. The data analyzed from the scoring results is processed using the IBM SPSS Statistics 25 application.

3.5. Data Analysis Techniques

The analytical method used in this research is descriptive analysis and data analysis using methods *moderated regression analysis*. Before carrying out moderated regression analysis, the researcher first carried out an assumption test, namely a normality test using the Kolmogorov Smirnov test, multicollinearity test. Then test the hypothesis using moderated regression analysis and simple linear regression test. This analysis aims to see the influence of parenting style and self-control moderated by Javanese and Batak tribes on adolescents.

4. Results

4.1. General Descriptive Analysis

Table 1: Descriptive Statistics

	N		Mean	Std. Deviation	Min	Max
	Valid	Missing				
Parenting	149	0	110.57	8.744	90	132
Self Control	149	0	45.92	9.833	20	70

Based on table 1: Descriptive Statistics above, it is known that the mean value for the parenting variable is 110.57 and the standard deviation value is 8.744. Meanwhile, for the self-control variable the mean value is 45.92 and the standard deviation value is 9.833.

Table 2: Norms and Categorization of Research Participants

Norm	Categorization	Parenting		Self Control	
		Frequency	Percentage	Frequency	Percentage
$X \leq M - 1SD$	Very Low	30	20.1%	27	18.1%
$M - 1SD < X \leq M$	Low	49	32.9%	51	34.2%
$M < X \leq M + 1SD$	Tall	53	35.6%	51	34.2%
$X > M + 1SD$	Very high	17	11.4%	20	13.4%
Total		149	100%	149	100%

Based on table 2: Norms and Categorization of Research Participants above, it is known that the guidelines for norming participant categorization are based on [81]. Furthermore, it is known that in variables the parenting style of the majority of participants is in the high category, namely with a percentage (35.6%). In the self-control variable, the majority of participants were in the low and high categories, namely with a percentage (34.2%), or in the sense of being in the medium category.

4.2. Descriptive Analysis of Each Tribe

Table 3: Descriptive Statistics of the Javanese Tribe

	N		Mean	Std. Deviation	Min	Max
	Valid	Missing				
Parenting	126	0	110.28	8,793	90	132
Self Control	126	0	46.62	9,903	20	70

Based on table 3: Descriptive Statistics above, it is known that the mean value of the parenting variable is 110.28 and the standard deviation value is 8.793. Meanwhile, for the self-control variable the mean value is 46.62 and the standard deviation value is 9.903.

Table 4: Norms and Categorization of Javanese Research Participants

Norm	Categorization	Parenting		Self Control	
		Frequency	Percentage	Frequency	Percentage
$X \leq M - 1SD$	Very Low	20	15.9%	22	17.5%
$M - 1SD < X \leq M$	Low	46	36.5%	46	36.5%
$M < X \leq M + 1SD$	Tall	41	32.5%	42	33.3%
$X > M + 1SD$	Very high	19	15.1%	16	12.7%
Total		126	100%	126	100%

Based on table 4: Norms and Categorization of Javanese Research Participants above, it is known that in the parenting variable the majority of participants are in the low category, namely with a percentage of (36.5%). In the self-control variable, the majority of participants were in the low category, namely with a percentage (36.5%).

Table 5: Descriptive Statistics of the Batak Tribe

	N		Mean	Std. Deviation	Min	Max
	Valid	Missing				
Parenting	23	0	112.17	8.478	97	130
Self Control	23	0	42.09	8.670	22	63

Based on table 5: Descriptive Statistics above, it is known that the mean value for the parenting variable is 112.17 and the standard deviation value is 8.478. Meanwhile, for the self-control variable the mean value is 42.09 and the standard deviation value is 8.670.

Table 6: Norms and Categorization of Batak Research Participants

Norm	Categorization	Parenting		Self Control	
		Frequency	Percentage	Frequency	Percentage
$X \leq M - 1SD$	Very Low	4	17.4%	3	13%
$M - 1SD < X \leq M$	Low	5	21.7%	9	39.1%
$M < X \leq M + 1SD$	Tall	12	52.2%	9	39.1%
$X > M + 1SD$	Very high	2	8.7%	2	8.7%
Total		23	100%	23	100%

Based on table 6: Norms and Categorization of Batak Research Participants above, it is known that in the parenting variable the majority of participants are in the high category, namely with a percentage of (52.2%). In the self-control variable, the majority of participants were in the low and high categories, namely with a percentage of (39.1%), or in the sense that they were in the medium category.

4.3. Test Assumptions

The assumption tests used are the normality test and the multicollinearity test. The significance values obtained were normality $0.200 > 0.05$, multicollinearity VIF $1.006 < 10.00$, and tolerance value $0.994 > 0.10$. In the sense that the normality and multicollinearity assumption tests are met.

4.4. Hypothesis Testing

Table 7: Hypothesis Test Results

Outcome: KD						
	coeff	se	t	p	LLCI	ULCI
Constant	31.5615	33.3972	0.9450	0.3462	-34.4468	97.5697
P.A	0.1862	0.2989	0.6232	0.5342	-0.4044	0.7769
S	-22.7807	28.1265	-0.8099	0.4193	-78.3718	32.8103
Int_1	0.1569	0.2506	0.6259	0.5323	-0.3385	0.6523

Based on table 7: the results of the hypothesis test above using Hayes moderated regression analysis, show that the P value in the Int_1 row is $0.5323 > 0.05$. This means that there is no moderation by ethnicity on the influence of parenting style on self-control, or the influence of parenting style on self-control is not moderated by tribes.

Table 8: Regression Test Results

Variable	B	t Count	Sig	R Square
Self Control (Y)	7.424	0.759		
Parenting Pattern (X)	0.348	3.948	0,000	0.096

Based on the results of the simple linear regression test that has been carried out, the following regression equation is obtained.

$$Y = a + bX$$

$$Y = 7.424 + 0.348X$$

In this equation, it is known that the constant number (a) is 7.424, while the regression coefficient (b) is 0.348. The interpretation of this equation is that constant (a) is 7.424 which means that if parenting style (X) is high then the self-control value (Y) is 7.424. Then, the value of the regression coefficient (b) of 0.348 means that for every 1% increase in parenting style (X), self-control (Y) will increase by 0.348.

In table 8, the regression significance value between the independent variable and the dependent variable is $0.000 < 0.05$. It can be concluded that parenting style (X) has a significant positive influence on self-control (Y). So, it means that the higher the parenting style an individual receives from their parents or caregivers, the higher the individual's self-control. On the other hand, the R Square value in table 4 is 0.096, which means that the parenting variable (X) can predict the self-control variable (Y) by 9.6%. Meanwhile, other variables influence self-control by 90.4%.

5. Discussion

Based on the results of the general descriptive analysis that was carried out, it was found that the majority of research participants had a high level of parenting in the sense that the participants received a positive parenting style. Positive parenting is described by parental behavior that reflects monitoring or supervision, as well as positive and warm control, but remains consistent in discipline, providing support and authoritative parenting [14], [15]. Positive parenting styles have a constructive impact on the domain of a child's life, namely providing protection against internalization problems [82].

On the other hand, the results showed that in general the majority of research participants had moderate self-control. Participants in this study were teenagers. Adolescence is a developmental stage where, according to Erikson, individuals still need to decide on their identity, so that self-control in adolescence tends to be unstable because at this age individuals are still in the process of developing in terms of cognitive and socio-emotional aspects [83]. Age maturity is also an internal factor of self-control [8]. Individuals in their teens are required to be independent, but still need to build relationships with their families. This means that the role of the family, especially parents, influences development in adolescence [83], [84].

Meanwhile, descriptive analysis based on ethnicity, it was found that in the Javanese tribe, it was found that the majority of research participants had low parenting style, meaning that the participants received negative parenting style. On the other hand, low self-control is obtained. This is supported by previous research that negative parenting styles are related to low self-control [61], [62], [64], [65], [85].

Then, in the Batak tribe, it was found that the majority of research participants had high parenting style, meaning that the participants received positive parenting style. On the other hand, moderate self-control was obtained. This is in line with previous research that positive parenting styles are associated with the development of good self-control in adolescents [10], [19]–[21], [26]. Secure attachment is associated with better self-control [70]–[74].

Furthermore, based on the results of hypothesis testing, it was found that there was no moderation by ethnicity on the influence of parenting style on self-control, or the influence of parenting style on self-control was not moderated by ethnicity. This could be caused by the values of the Javanese and Batak tribes currently undergoing change or modernization, resulting in the erosion of the ancestral values of a tribe. The Batak tribe itself has experienced a shift in parental values, traits that were previously considered honorable, have now lost their importance due to the lack of recognition, support, and general disobedience which has led to changes in individual behavior [86].

Apart from that, in the Javanese tribe, parenting values have also undergone changes related to the value of respect, which used to be based on age and family structure, is now measured by material things, the language system which was originally structured using pearls of wisdom, has undergone changes, namely using Indonesian and foreign languages, not regional languages, and others [32]. The results obtained that there is no effect of ethnicity as a moderator between parenting style and self-control are not in accordance with previous findings that there is a large moderator effect related to culture and ethnicity on the relationship between parenting style and adolescent self-control [13].

Furthermore, the test results using Hayes showed that the parenting pattern (X) and ethnicity (M) variables did not show any influence on the self-control variable (Y). However, in testing using SPSS simple linear regression, influential results were obtained. This is possible when independent testing produces significant results, but when there are covariates (other variables present) and they are controlled simultaneously they become insignificant.

Based on the results of the regression tests that have been carried out, it is known that there is a positive influence of parenting styles on self-control. Thus, it can be concluded that the higher or better the parenting style that an individual receives from their parents or caregivers, the higher the individual's ability to control themselves. This is in line with previous research, that the better or more positive the parenting style provided by parents, the higher or better the adolescent's self-control [13], [87]. Differences in self-control in

adolescents can be seen based on parental parenting style [88]. Parenting styles between fathers and mothers have different influences on adolescent self-control [89]. In addition, based on the results of the regression test, it was found that trust contributed 9.6%, and the remaining amount was 90.4% explained by other variables which are not the focus of this research.

The limitation in this research is that the number of subjects is not large enough, so the results obtained are less than optimal and inconsistent when testing using Hayes and regression. Research cannot explain cause and effect between variables. Has not revealed further analysis if based on gender. Therefore, it is hoped that further research can examine this, and whether there are differences based on gender. Apart from that, the results of this research can be used as input for parents and families who care for them that the parenting style given to children in adolescence is important for self-control in individuals, especially teenagers, so that parents and families who care for them can provide good parenting style or positive for children.

6. Conclusion

The research results obtained show that ethnicity does not moderate the influence of parenting style on self-control. In the sense that there is no contribution from ethnicity in the influence of parenting styles and self-control. Besides that, Independent testing obtained significant results, namely that parenting styles influence self-control in adolescents. However, when there are covariates (other variables present) and controlled simultaneously, it becomes non-significant (in the test using Hayes).

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