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## The Impact of Authoritarian Parenting Patterns on Early Childhood: Case Study of Four Parents in Yogyakarta

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### Abstract

It is important to pay attention to parenting patterns as this is a fundamental aspect of child development. The family, especially the role of both parents, serves as the primary environment where a child gains a lot of learning experiences. This research is conducted based on field facts that indicate the ongoing tendency of authoritarian parenting styles by parents towards young children. Four parents are the subjects of this study. Authoritarian parenting patterns are evident when parents teach children about prayer, recitation of the Quran, memorization, as well as guiding them in learning to read and write. The purpose of this research is to investigate the impact of authoritarian parenting styles on young children, based on four observed cases. The research method applied is qualitative, using a case study approach, and Urie Brofenbrenner's ecological theory is applied as an analytical tool. The research findings conclude that authoritarian parenting patterns can have both negative and positive impacts. The negative impacts include a lack of independence in children, aggressive behavior, defiance towards parents, a lack of self-confidence, and an inability to express opinions. On the other hand, the positive impacts involve discipline and the achievement of children. Despite the presence of positive impacts, the application of authoritarian parenting styles is not recommended for young children, considering the potential negative effects on children's self-esteem.

Keywords: Authoritarian Parenting Pattern, Impact of Authoritarian Parenting, Children

## Introduction

The way children are raised significantly impacts various aspects of their development. The success of parenting styles is crucial as they play a fundamental role in shaping a child's future development. The family, being the primary environment where a child learns, holds a central role, particularly involving both parents. The importance of providing a conducive environment, both physically and psychologically, is considered crucial for the mental health of children and influences their overall development.

The family environment is deemed closest to the child, and parents play a role in establishing rules through parenting styles. Positive parenting styles are believed to help children overcome challenges, both in social and non-social contexts, and have an impact on the psychological and behavioral aspects of a child (Lanjekar PD et al, 2022).

Parenting styles encompass the ways in which parents raise their children and can vary from one family to another. Parents' habits in implementing parenting styles are often influenced by their own childhood experiences and may evolve over time with the goal of improving a child's development (Yusri E Siahaan, 2020).

Ideally, the family should be a safe and nurturing environment for the child, both physically and psychologically. However, in a pre-observation in the field, some parents were observed applying an authoritarian parenting style that seemed less friendly to the child. In Yogyakarta, four parents with young children were observed implementing an authoritarian parenting style, particularly when teaching reading and writing. Authoritarian behaviors included yelling, the use of demeaning labels, and enforcing rules without communicating with the child.

Based on the initial observations in the field, several cases have caught attention, one of which is the case of Mrs. Sr, who has twin children. These children are often scolded when they resist studying, and when working on school assignments, Mrs. Sr appears angry because the children do not understand the material taught. Despite receiving scolding, the children do not show fear; instead, they sometimes resist or express anger towards their mother.

Then, there is the case of Mrs. Mr, who has three children, two of whom are still in early childhood (3 years and 6 years old), while the older sibling is in the 6th grade. Mrs. Mr imposes a rule that her children are allowed to watch television only on

Saturdays and Sundays, and she herself establishes this rule without providing room for the children to give their opinions or objections.

Similar phenomena are also encountered in the educational context, especially in teaching reading with a lack of patience. Children are scolded until they cry because they do not understand the material being taught. Authoritarian parenting patterns are also evident in Mrs. Ar and Mrs. St, who, like Mrs. Sr and Mrs. Mr, teach their children with scolding and often give negative labels when the children make mistakes.

Based on the results of the initial observations, the objective of this research is to understand the impact of the tendency towards authoritarian parenting in four families with young children in the Yogyakarta region. Through this approach, it is hoped that a deeper understanding can be gained regarding the consequences of these parenting patterns on the long-term development and well-being of the children involved.

### *Methods*

This research employs a qualitative method adopting a case study approach. A case study is a qualitative approach where researchers investigate real-life situations, contemporary limited systems (cases), or several diverse limited systems (multiple cases). This approach involves the in-depth and detailed collection of data from various sources or multiple sources of information. The primary objective is to provide a profound description of the cases and the themes under investigation (John W. Creswell, 2015, p. 135). Some characteristics of a case study involve the identification of cases limited to a specific place and time, the utilization of various information sources, and the researcher's efforts to provide a detailed and in-depth portrayal of the case context (John W. Creswell, 2013, pp. 36-37).

This study focuses on the impact of authoritarian parenting on four parents with young children in Yogyakarta. The selection of Yogyakarta as the research location is based on its status as an educational city, considered a benchmark for education in Indonesia, in line with the current developments in the education system.

Four cases serve as subjects for this research, one of which involves Mother N, who has twin 5-year-old children. The authoritarian parenting style applied is evident in situations related to fostering independence and educational issues for the children, both at school and at home. For instance, when the children are reluctant to study,

spend too much time playing with a cellphone, or have difficulty eating, Mother N often responds with anger. At home, there are no established rules, leading to occasional disobedience and a lack of effective communication with the parents.

The second case involves Mother St, who has a 4.2-year-old child. Mother St displays authoritarian behavior when teaching her child to read and write. When the child does not understand or shows disinterest in learning, Mother St often responds with anger without providing explanations or patience to the child. Similar phenomena are found in the third and fourth cases involving Mother Ar and Mother Mr, where an authoritarian parenting style is applied when educating their children in aspects of reading and writing.

The process of selecting the four research subjects is based on the indicators of the authoritarian parenting paradigm as demonstrated in the table below. All of these research subjects have consulted with the researcher, an educational consultant, regarding parenting issues. Agreement has been reached with these four parents to become research subjects.

Mother Sr, the first research subject, has twin 5-year-old children. The applied authoritarian parenting style is particularly noticeable in the context of education and the fostering of the children's independence, both at school and at home. For instance, when the children are reluctant to study, spend too much time playing with a cellphone, or have difficulty eating, Mother Sr responds with anger. With no established rules at home, this sometimes results in the children being undisciplined and less engaged in effective communication.

The second research subject, Mother Mr, has a 4.2-year-old child. The authoritarian parenting style emerges when teaching the child to read and write, especially when the child is reluctant to learn or has difficulty understanding the material. Mother Mr often resorts to yelling without providing adequate explanations and does not apply enjoyable learning methods for the child.

The third research subject is Mother Ar, who has a 5-year-old child. The pattern of authoritarian behavior applied by Mother Ar is evident in the areas of education and religion. Mother Ar narrates that since her child was little, she has been taught to read. When teaching, the child even cried because of stern reprimands if unable to perform the task.

The fourth subject is Mother St, who exhibits authoritarian behavior primarily in the process of teaching her 5-year-old child to read and write. The child is often scolded and reprimanded without adequate explanations regarding the reasons for certain actions.

Data was collected through observation, documentation, and interviews. Observation is a data collection method in qualitative research where observations can be made in a participatory or non-participatory manner. In this study, participant observation is commonly used, where the observer becomes part of what is observed. Observation is conducted to understand the communication paradigm between parents and children in the context of authoritarian parenting.

This observation technique has three levels or types: non-participant observation, regular participant observation, and extreme participation. In this study, the use of regular participant observation allows the researcher to be part of the subjects' daily lives without losing the identity as a researcher. This observation is conducted to understand the dynamics of communication between parents and children in situations involving authoritarian parenting.

In this research, the establishment of "rapport" or a good relationship between the researcher and the research subjects is crucial. "Rapport" is considered a bridge that connects the researcher with the people or community under study (Moh. Soehadha, 2018, p. 108). At this stage, a psychological approach is key, where the researcher strives to build familiarity with the research subjects, making them comfortable and allowing space for the researcher to conduct the study. The psychological approach involves empathizing with the conditions and limitations experienced by the research subjects and appreciating their efforts, such as praising their ability to handle childcare while managing work and household tasks.

Additionally, the researcher needs to have flexibility skills to build a harmonious relationship with all household members or even individuals outside the home or local community. In the context of participant observation, the researcher actively engages in the daily lives of the research subjects, such as assisting in childcare, accompanying the children's learning processes, playing together, contributing to cooking activities, and participating in shared meals with other family members.

The data collection method employed in this research involves the technique of interviews. An interview is a direct interaction where the interviewer poses questions to respondents with the aim of obtaining relevant answers related to the research focus (Freed N. Kerlinger, 2014, p. 770). In the context of this research, the interview approach used is unstructured. This means that the researcher does not follow a systematically structured interview guide but rather outlines the main issues to be discussed. The use of interviews aims to gain a deeper understanding of the researched issues.

In this study, data is collected through three main methods: interviews, observations, and documentation. The research prepares paper and question outlines. While in the field, the interview approach is more flexible and not bound by previously written points. Discussions can go beyond the prepared framework, and the researcher has the flexibility to explore sensitive matters using appropriate methods.

The third method is document study, involving the recording of past events. Document study is considered a complement to observation and interview methods in qualitative research (Sugiyono, 2011, p. 320). Documentation is used by the researcher to gather data about activities carried out by parents and children at home. The purpose of documentation is to strengthen the evidence of the research.

The use of documentation in this research has advantages in providing visual or written records of the communication relationship between parents and children. This provides a comprehensive picture of the authoritarian parenting being studied.

Before presenting the research results through publication, a crucial step is to ensure the authenticity of the data through checks involving validity and reliability testing. In the framework of this research, data validity testing is conducted using the technique of source triangulation. Source triangulation is a method to test the credibility of data by comparing information obtained from various sources (Sugiyono, 2011, p. 373). The collected data is then described and categorized based on the information obtained from these various sources. The researcher selects similar and different data for further analysis. In addition to using source triangulation, the researcher also implements data triangulation as a step to enhance the level of confidence (validity) and consistency (reliability) of the data. Data triangulation not only serves as a tool to strengthen field analysis but also helps ensure the consistency of cross-methods, such as interviews with multiple informants. The use of triangulation as a technique for

checking the authenticity of data can enhance the credibility of field analysis (Imam Gunawan, 2015, p. 218). Triangulation helps improve the validity and consistency of the analysis because perspectives or information from various sources can provide a more comprehensive and accurate picture of the phenomenon under investigation.

In this study, interviews with additional informants who have an understanding of the situation and conditions experienced by the main informant are used to check the accuracy of the data, referred to as data triangulation. For example, these additional informants could be a grandmother living with the family or the closest neighbors. Through these additional informants, the researcher can verify the accuracy of the information obtained. The researcher needs to be meticulous and capable of assessing whether the information provided by the research subject is true or not.

Qualitative data analysis is conducted concurrently with the data collection process. In this study, the data analysis model used is the Miles and Huberman model, which consists of three main activities: data reduction, data presentation, and drawing conclusions (verification) (Basrowi and Sarwadi, 2002, p. 209).

Data reduction is the process of selecting, focusing, abstracting, and transforming data from the field. This process occurs throughout the research, from the beginning to the end. Data reduction is not a separate stage but an integral part of the analysis aimed at sharpening, grouping, focusing, eliminating irrelevant information, and organizing data to produce strong interpretations (Basrowi and Sarwadi, 2002, p. 109). In this study, data is collected in a flowing manner, with the researcher engaging in conversations and interactions without using recording devices to maintain a relaxed and natural atmosphere. The obtained data is immediately written, sorted, categorized, and heavily relies on the researcher's memory.

Subsequently, the data is reduced, and data is displayed. Miles and Huberman, as explained by Sugiyono, suggest that narrative text is the most commonly used form in qualitative research. Data display is created in a narrative form, facilitating an understanding of what happened and aiding in planning for the next steps. In this research, data display is done by narrating grouped data in specific sections, easing the analysis and drawing conclusions.

The final stage is the conclusion derived from data reduction and data presentation. If the data obtained from the beginning is supported by various valid



evidence, the resulting conclusions will have a high level of confidence. This process ensures that each conclusion drawn is reliable and supports the findings of this qualitative research.

## Discussion

The authoritarian parenting style applied by four parents in this study has various impacts on early childhood, both positive and negative consequences. The following are the findings related to the research.

Authoritarian Behavior Forms To determine whether parents exhibit authoritarian behavior or not, it is based on the following table:

Table 1 Authoritarian Parenting Indicators (Dwi Hastuti, 2022)

No	Authoritarian Parenting Indicators
1	Arbitrary and strict control over the child
2	Parents have complete authority without considering the child's individuality
3	Unilateral imposition of strict rules by parents.
4	Forcing the child to act as the parents wish (in actions and behaviors).
5	The child is rarely encouraged to exchange thoughts and discussions, especially about what the child desires.
6	Authoritarian parenting is absolute and highly disciplined.
7	The child must accept rules without the right to question.
8	There are punishments, but they are not educational as they can include physical punishment or verbal violence.

Case of Mrs. Sr Mrs. Sr has three children. The eldest, a 16-year-old boy, lives in a boarding school in Yogyakarta. The second and third children are twin girls, both 5 years old. Despite having only completed junior high school, Mrs. Sr pays attention to her children's education. From Mrs. Sr's stories, it is evident that she aspires for her children's education and future success to surpass her own.

Mrs. Sr rents a kiosk in Sleman, and her house is separate from the business location, with a considerable distance between them. The twin daughters are enrolled in a school near the rented kiosk to facilitate Mrs. Sr's ability to work while taking care of her children. Mrs. Sr works in the field of repairing refrigerators, washing machines, and air conditioners. She waits at the kiosk while her husband leaves early in the morning, usually returning in the evening to respond to service calls from various clients who use



his services for AC, washing machine, and TV repairs. As a result, Mrs. Sr is primarily responsible for caring for the children.

Mrs. Sr shares that she often feels stressed due to the challenges of balancing her business, managing the household, and taking care of her children. Especially during this pandemic, she finds herself assisting her children with their school tasks, and the kids frequently express boredom, leading to resistance when asked to study. This resistance sometimes triggers emotional reactions from Mrs. Sr, causing her to vent her frustrations. These circumstances have led Mrs. Sr to employ parenting practices that may not be entirely suitable, often resulting in authoritarian behaviors. The table below outlines the forms of authoritarianism implemented by Mrs. Sr in her educational approach to parenting.

Table 2. Enforcing Child to Study through Verbal Aggression  
(Involving Yelling and Using Labeling Words towards the Child)

No	Subject	Reason
1	Mrs Sr	<ol style="list-style-type: none"> <li>1. Mrs. Sr desires her child to take responsibility for the tasks assigned by the school.</li> <li>2. Mrs. Sr is afraid that her children might struggle to keep up with the lessons when they enter elementary school.</li> <li>3. Mrs. Sr sometimes feels tired when she has to take care of her children alone, and she finds them challenging to manage, leading to emotional stress for Mrs. Sr.</li> </ol>

Based on the table, Mrs. Sr's goal of instructing her children to study is indeed commendable, aiming to instill discipline, responsibility, and an understanding of their duties as students. However, the communication approach often appears inappropriate. Mrs. Sr tends to scold her children harshly when instructing them, for example, "*Cepet kok kon sinau ket mau malah ngopo..jan keset!*" ("Hurry up, I've been telling you to study, but what have you been doing? Lazy!") while scowling. If Ibu Sr acts this way, usually the children reluctantly take their books and start studying. Ibu Sr typically accompanies them, occasionally reminding them when they are not concentrating or joking. In terms of reading and writing, they don't have private lessons, but they study with Ibu Sr. She admits that she often loses patience when teaching, especially when the children don't understand. At times, scolding and expressions of frustration emerge. For example, when a child forgets a certain letter, Ibu Sr immediately gets angry, saying, "Why can't you remember!" or also saying, "You can't even do this simple thing, how is that possible!" with a raised voice. The child just remains silent, but the silence, instead of appearing scared, seems indifferent, making Ibu Sr even more upset.

Based on the data, the authoritarian parenting style is characterized by (1) labeling the child when instructing them to study, (2) frequently scolding the child if they don't understand something taught, and (3) the child not having the right to ask questions, one-way communication, where the child must obey any decision made by the parents.

From the perspective of Urie Brofenbrenner's ecological theory, this situation falls within the microsystem, where the family and school directly interact with the child and influence their development. In the family context, it is evident that the authoritarian behavior acquired from previous parenting practices influences how individuals raise their children later on. In this case, the parents are applying the same parenting style they experienced in their upbringing. Regarding the school context, it is because many preschools prepare their students to read as a preparation for elementary school. Thus, parents actively teach their children at home to ensure they don't fall behind in their studies, even though the approach is authoritarian.

In terms of the authoritarian parenting style or the family's authority, parents act as supervisors enforcing various rules they establish, and the children have no right to speak and be heard. (Jane Brooks, 2011, p. 20)

When Mrs Sr gets angry, the child dares to resist, although eventually complying after being threatened by Mrs Sr. The impact of this parenting style is evident in the form of aggression, manifested in strong objections. This behavior is influenced by the early childhood stage, which is a period of imitation. When parents use harsh words, children with a more assertive personality tend to replicate similar behaviors. Despite initially resisting, the child ultimately complies with the given instructions.

The case of Mrs. St revolves around the authoritative parenting style employed by parents when teaching religious values to their child. The manner in which parents enforce rules upon their child is indicative of an authoritarian parenting approach. The various forms of authoritarian parenting will be elaborated in the following tables.

Table 3 Commanding Child to Learn Prayer (Sholat) and Quran Recitation with Sternness

No	Subyek	Alasan
1	Ibu St	<ol style="list-style-type: none"> <li>1. Mother St is sometimes stressed because the responsibility of parenting is emphasized on her, and she complains that her child is difficult to control even though she has been scolding and being strict with the child..</li> <li>2. According to Mother St, teaching religion to a child indeed requires</li> </ol>

		being strict so that the child becomes disciplined.
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From the table, it can be observed that Mother St implements an authoritarian parenting style when instilling Islamic education in her child. The child is taught to be disciplined in performing religious rituals from an early age. The child is required to wake up early for the Fajr prayer, usually performed together with the mother and older sibling. Mother St mentioned that her husband is less involved in the religious education of the child, so she takes on a significant role in instilling religious values.

Mrs St often complains when the child is difficult to teach in maintaining discipline in worship. Consequently, Mother St sometimes resorts to the use of violence, specifically verbal aggression when the child refuses to obey. Mother St is the headmistress of an Islamic-based kindergarten and holds a degree from an Islamic university in Yogyakarta. Additionally, she spent her childhood until high school in a boarding school in Magelang. This background underscores her strong emphasis on religious education.

Based on the foregoing, it is evident that the form of authoritarianism is apparent when teaching religious education to Mother St's child. This involves the use of verbal aggression to discipline the child, occasional impatience when dealing with the child, a lack of clear explanations to the child, and the insufficient support from her husband, which sometimes leads Mother St to resort to verbal aggression towards the child.

The environment shapes a child's behavior, and the way parents educate their children significantly influences their development. This concept aligns with Urie Brofenbrenner's ecological theory, where the microsystem, particularly parental upbringing, has a substantial impact on a child's development. In the mesosystem, the guidance provided by the school to parents emphasizes active involvement in their children's learning. In the case of Ibu S, who is a parent in an Islamic-based school, she educates her child in religious matters, including memorizing prayers, learning prayer rituals, reading Arabic letters (huruf hijaiyah), all while employing an authoritarian approach. The goal is to ensure the child quickly masters the curriculum outlined by the school.

Considering the information presented earlier, in the case of Mother St, there are both positive and negative impacts of her authoritarian behavior. The positive impacts include the child's ability to memorize Surahs and prayer recitations effectively,

as well as a good proficiency in reading Arabic letters. Over time, the child willingly engages in prayers, even if reminders are still needed.

On the negative side, the child appears obedient only superficially, performing religious rituals or learning when instructed by parents. Additionally, the emergence of aggressive behaviors is noticeable, as the child dares to defy the parents using harsh words.

Case of Mrs. Ar based on the interview results, documentation, and observations, several forms of authoritarianism by parents in instilling religious values in children were identified in this study, as shown in the following table.

Table 4 Instilling Religious Values in Children with Firmness, such as in Recitation, Memorization, and Discipline in the Five Daily Prayers

No	Subject	Reasons
1.	Mrs. Ar	<ol style="list-style-type: none"> <li>1. The mother believes that in matters of religion, children should be taught with firmness to be more disciplined and have a better understanding of the religion.</li> <li>2. The mother often complains if the child does not understand the lessons, sometimes leading to emotional outbursts and hurtful verbal expressions that make the child cry.</li> <li>3. The mother wants her child to surpass others and not lag behind in comparison to other children.</li> </ol>

From the table, it can be observed that the forms of authoritarianism displayed by Mother Ar include scolding the child during Quranic lessons, leading to the child crying if they do not understand. When instructing the child to perform religious practices, Mother Ar often uses harsh words. Mother Ar indeed possesses a stern character and speaks straightforwardly, not only to her child but also to her husband.

Mrs Ar frequently expresses her feelings of being overwhelmed when dealing with her children, as she bears the full responsibility for their religious education. Her husband is busy managing a business and is often out of town. Since she handles the children's upbringing mostly on her own, it results in Mother Ar feeling emotional when dealing with her children, especially when they are difficult to manage.

Mrs Ar is a homemaker, focusing on managing the household, while her husband concentrates on providing for the family. Her daily activities include overseeing a boarding house for young women owned by her sister. Both Mother Ar and her husband are well-educated, holding degrees in Communication from Sebelas Maret

University (UNS) in Surakarta. They are deeply concerned about the education and religious upbringing of their children. However, the responsibility for upbringing is more heavily placed on Mrs Ar. To ensure that her children are disciplined and excel, Mrs Ar appears strict in their upbringing, thus applying an authoritarian parenting style.

Based on interviews and observations, it is clear that Mrs Ar indeed applies an authoritarian parenting style. According to the interview, Mrs Ar explained that her own parents did not employ an authoritarian parenting style during her childhood. She felt that her religious education during that time was lacking. Consequently, Mrs Ar decided to pay more attention to religious education from an early age. If this is related to Piaget's cognitive theory, during Mrs Ar's cognitive learning, being raised by her parents who did not emphasize early religious education, she concluded that the lack of religious instruction from her parents made her deficient in matters related to religion. Therefore, according to Mrs Ar, religious education must be instilled rigorously and disciplinarily from an early age so that children can achieve excellence in religious matters.

If analyzed through Urie Brofenbrenner's theory, in the microsystem, there is pressure from schools and society for children to excel in religious matters. For instance, among parents, there is sometimes competition, each wanting their child to outshine the others. This creates expectations for the children to be superior. Similarly, in school, there is always competition to achieve higher performance. This competitive environment contributes to Mother Ar being stricter in educating her children in both religion and general education to ensure they do not fall behind. In the mesosystem, the relationship between teachers and parents also contributes to this authoritarian behavior. In the microsystem, the relationship between parents (father and mother) also affects the emergence of Mother Ar's authoritarian behavior towards her children. Psychological stress sometimes makes it difficult for Mother Ar to control her emotions, leading to impatience in dealing with her children. In the mesosystem, teachers often advise parents to teach religious lessons from home, prompting Mother Ar, who believes that an authoritarian parenting style is an effective method for religious education, to implement it.

The relationship between self-discipline and aggressive behavior in children indicates that children with self-discipline are cultivated through a culture, situation, and conditions that reflect moral values and a democratic family. One of the moral

values encouraged in children is self-discipline, which helps prevent aggressive behavior. Aggressive behavior in children can also be caused by several factors, such as harsh or authoritarian parenting, deviant parental behavior, parental divorce, family disharmony, and economic hardship.

Case of Mrs. Mr. Forms of Authoritarianism Based on Field Research Results can be explained in the following tables.

Table. 5 Restriction on Children's Television Viewing Except on Holidays

No	Subject	Reasons
1	Mrs. Mr	Mrs. Mr expresses a preference for playtime over television watching for her children

Based on the table, Mrs. Mr sets rules for her children, allowing them to watch TV only on specific days. During the interview, it was revealed that when making these rules, the children were not involved in the decision-making process. This aligns with the characteristics of an authoritarian parenting style, where strict rules are imposed, children's desires are restricted, and they are seldom involved in discussions, making the rules top-down in nature.

Other authoritarian behaviour

Table. 6 Children forbids to listen to music

No	Subject	Reasons
1	Mrs. Mr	Music is considered forbidden (haram), so it is better to be used for reading verses from the Quran.

In this study, authoritarian behavior was exhibited when the second child, aged 6, was kicked by their older sibling after being caught listening to music. After the incident, the older sibling called their mother and reported that the younger sibling was listening to music. Mrs. Mr immediately came, questioned, and scolded the child, who remained silent during the reprimand. This is considered authoritarian behavior due to arbitrary and forceful control over the child. The punishment also involved verbal aggression, which can have negative effects on the child's psychological well-being.

Table 7 Indoctrinating Religious Values Authoritarianly

No	Subject	Reasons
1	Mrs. Mr	Teaching religion should be authoritarian to make the child disciplined.

Based on the data, authoritarian parental behavior is evident in how they instill religious values in their children. The way they teach their children to recite

the Quran, perform prayers, and go to the mosque involves commands and role modeling, but the explanations to the child are not clear about why they should engage in religious rituals. This is observed when the second child is instructed by his mother to pray, and the child appears reluctant, asking why they have to pray now. In response, Mrs. Mr. becomes emotional, answering with an angry and curt tone, "Stop asking why." While saying this, Mrs. Mr. looks at me with an expression of extreme displeasure towards the second child, whom she perceives as always asking too many questions and complaining too much.

From the narrative presented earlier, authoritarian behavior is evident when the child is not allowed to ask questions or exchange ideas. Communication tends to be one-way, and the parents are seen as holders of absolute truth. Additionally, the child experiences verbal aggression. This pattern also applies to other household activities, such as studying, going to the mosque, eating, and more. The second child is the most critical and inquisitive, hence frequently receiving scolding. Mrs. Mr. often complains about the second child being emotionally challenging and causing stress.

In addition to what has been explained above, in their household, the mother and father appear busy with their work as they operate an online shop from home. Both parents are visibly occupied with their respective activities. The mother sometimes still teaches the children during their studies and other activities, but she seems tired, giving the impression of being "impatient" when dealing with the children. Blunt answers and unpleasant facial expressions are sometimes evident, causing the children to appear hesitant to communicate with their mother. The mother frequently asks the children about their responsibilities, such as studying, reciting, praying, and so on. The children, on the other hand, seem more attached to their father, who appears more patient.

The father often engages the children in activities such as outings, sports, playing, and pursuing hobbies like maintaining an aquarium, gardening, rollerblading, and taking them on trips to recreational places. The children in the household appear disciplined, not fussy, and independent, although they sometimes seem afraid to express themselves and appear sad when scolded by their mother.

Mrs. Mr. actually pays close attention to the development and education of her children. She also has a good educational background, being a graduate in chemical engineering from Gadjah Mada University (UGM), while her husband, Mr. Mr., is also educated, holding a degree in Civil Engineering from Gadjah Mada University (UGM).



They both have a stable financial situation, with their online shop business thriving. They are aware and make an effort to provide the best for their children, especially in terms of religion and education, but the parenting style still tends to be authoritarian, particularly on the part of Mrs. Mr.

Based on the research findings outlined earlier, the forms of parental authoritarianism from a religious perspective in the cases found in Sleman Regency include restrictions on children watching TV shows and listening to music. The parents argue that many TV shows and music are not in line with Islamic teachings. Another form of authoritarianism is when parents rigidly instill Islamic teachings and rituals. The main reason for parents, especially mothers, implementing these rules is to ensure that their children become pious and understand their religion.

Authoritarianism imposed on children is also influenced by previous parenting styles. The mother experienced a lot of authoritarian behavior during her own childhood, leading her to conclude that children must obey their parents. Communication tends to be one-way because Mrs. Mr. believes that obedient children and disciplined behavior are the keys to successful parenting. Nevertheless, it is evident that the children are disciplined from an early age in attending the mosque, performing prayers, reciting the Quran, and memorizing verses. However, on the flip side, the children appear to harbor many feelings and seem hesitant to express themselves.

Analyzing this with Urie Brofenbrenner's theory, it can be explained that in the microsystem, children interact directly and have direct experiences within it. Here, parents have a direct influence on the child's development. The impact on the children is a result of authoritarian parenting. In the mesosystem, Mrs. Mr.'s children attend a school based on Islamic principles, which places demands on them to master specific religious materials. This compels Mrs. Mr. to be disciplined when teaching her children about religion to ensure they don't fall behind in school, especially in religious education.

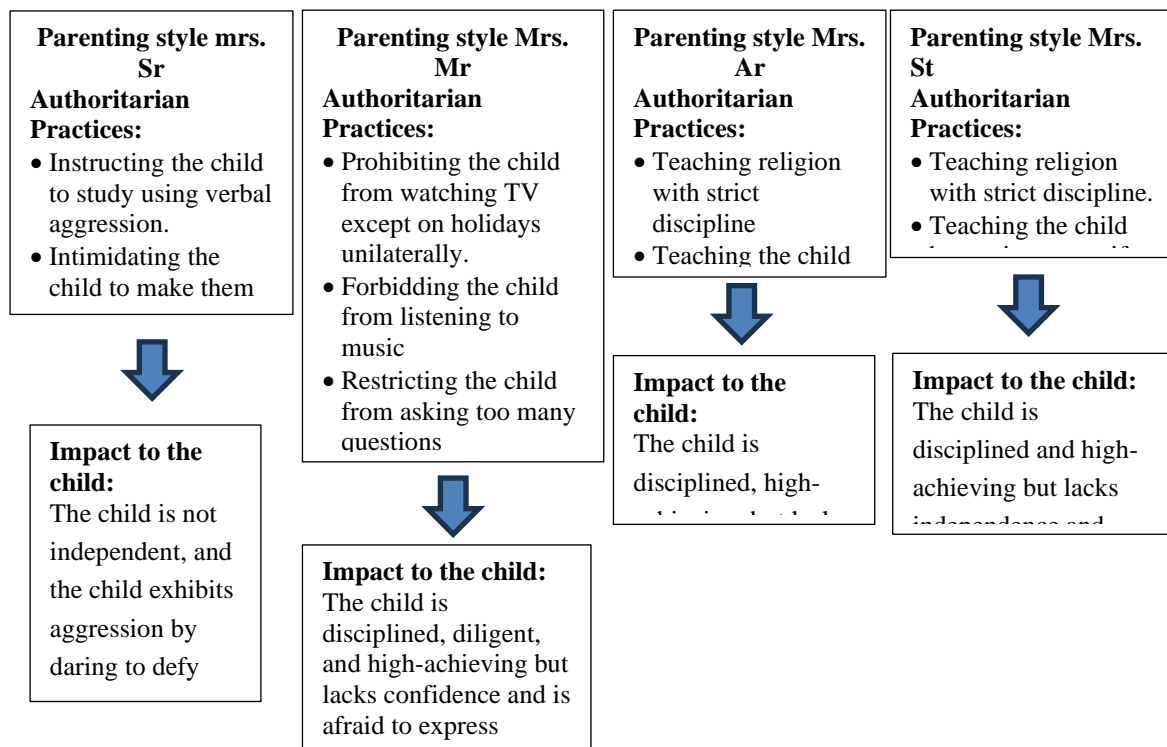
The results of this research indicate that an authoritarian parenting style can have both positive and negative impacts. The positive impact is that the children are consistently disciplined in fulfilling their religious duties such as prayers, Quranic recitation, and attending the mosque. The children also appear to be independent. However, the negative impact includes the presence of fears, difficulty in expressing themselves, and even a lack of confidence to voice their opinions. This is evident when a

child asks about a certain rule but is not answered properly; instead, they receive a curt response. The children are accustomed to following rules but may lack initiative and the ability to express their opinions. Furthermore, when rules are established, the children are never consulted for their input.

## Conclusion

Based on the previous discussion, it can be concluded that, according to the case studies of four parents, authoritarian parenting can have both negative and positive effects. The negative impacts of authoritarian parenting include children lacking independence, displaying aggressive behavior by daring to defy their parents, having low self-confidence, and being afraid to express opinions. On the positive side, the children become disciplined, even though the discipline may appear superficial, and they become high achievers. This can be illustrated in the following tables:

**Picture 1. Diagram of Study Results**



Based on the research, it is evident that authoritarian parenting indeed has both negative and positive impacts. Despite its positive effects, considering the child's self-

esteem and confidence, authoritarian parenting is not recommended, especially for young children.

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