

The Influence Of Authoritary Parenting Styles On Students' Emotional Regulation At State Senior High School 3 Bukittinggi

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Abstract. This study investigates the influence of authoritarian parenting on students' emotional regulation at SMA Negeri 3 Bukittinggi. Emotional regulation refers to an individual's ability to manage and express emotions adaptively, whereas authoritarian parenting is characterized by strict control and limited emotional warmth. Using a quantitative approach with a simple regression design, the study involved 62 Grade XI students selected through simple random sampling. Data were collected using the Parental Authority Questionnaire (PAQ) and the Emotion Regulation Questionnaire (ERQ). The results showed a significant effect of authoritarian parenting on emotional regulation (Sig. = 0.037 < 0.05; $t = 2.135 > 1.296$), contributing 7.1%. These findings indicate that authoritarian parenting has a significant, though relatively small, influence on emotional regulation. The study highlights the importance of balanced discipline, warmth, and open communication in supporting adolescents' emotional development.

Keywords: Authoritarian Parenting, Emotional Regulation, Adolescents

INTRODUCTION

Emotional regulation is a vital internal process that enables individuals to recognize, understand, and manage emotional responses in adaptive ways. During adolescence a developmental period marked by academic demands, social transitions, and family-related pressures effective emotional regulation becomes essential for maintaining resilience, building healthy interpersonal relationships, and ensuring overall psychological well-being (Moodie et al., 2020; Wright et al., 2024). Adolescents with strong emotional regulation skills are better equipped to cope with stressful situations, avoid impulsive reactions, and navigate social conflicts with greater flexibility.

Parenting style represents one of the most influential external factors shaping adolescents' emotional development. According to Baumrind's theoretical framework, three primary parenting styles exist: authoritative, authoritarian, and permissive. Authoritarian parenting is characterized by high parental control, strict demands for obedience, and limited emotional warmth or open communication. Such rigid interactions often constrain adolescents' opportunities to express their emotions, leading to difficulties in emotional understanding, communication, and self-validation (Sari & Wahyuni, 2020). As a result, adolescents raised under authoritarian parenting tend to struggle with emotional autonomy and exhibit maladaptive emotional responses.

Preliminary observations and interviews with guidance and counseling teachers at SMA Negeri 3 Bukittinggi revealed that several students displayed signs of emotional instability, such as irritability, withdrawal, and heightened anxiety. These symptoms are suspected to be associated with authoritarian parenting practices at home, particularly when parents enforce stringent academic expectations and discipline while providing insufficient emotional support. This imbalance between

demands and emotional responsiveness may negatively affect students' emotional well-being, academic performance, and social functioning (Fitri & Rinaldi, 2024; Pinandita, 2024).

Empirical evidence further reinforces this perspective. Numerous studies have shown that authoritarian parenting can hinder the development of adaptive emotional regulation, contributing to increased anxiety, emotional suppression, and lower self-esteem among adolescents (Alqahtani et al., 2024; Cahyani et al., 2022). A longitudinal study by Liu et al. (2025) also found that excessive parental control undermines the development of self-compassion—an essential component of effective emotional regulation. However, most of these studies have been conducted within specific populations or cultural contexts, underscoring the need for further examination in diverse educational and sociocultural environments.

Given these considerations, the present study seeks to provide empirical evidence regarding the influence of authoritarian parenting on students' emotional regulation within the distinct cultural and institutional context of SMA Negeri 3 Bukittinggi. This school environment has unique social norms and academic expectations that may shape adolescents' emotional development differently from other settings. Therefore, the research question is formulated as follows: "Does authoritarian parenting have a significant effect on students' emotional regulation at SMA Negeri 3 Bukittinggi?"

LITERATURE REVIEW

Parenting style is a central determinant of adolescents' emotional and behavioral development (Khairun et al., 2024). It reflects the consistent patterns of attitudes, expectations, and behaviors that parents employ in raising their children, which in turn shape how adolescents interpret, manage, and respond to emotional and social experiences. Recent studies further emphasize that parenting styles not only influence behavioral outcomes but also play a critical role in fostering emotional regulation skills and psychological resilience during adolescence (Fitri & Rinaldi, 2024; Lin et al., 2024).

Emotional regulation itself refers to an individual's ability to monitor, evaluate, and modify emotional reactions through strategies such as cognitive reappraisal and expressive suppression (McRae & Gross, 2020; Moodie et al., 2020). Adolescents with weak emotional regulation capacities are more vulnerable to impulsive behavior, interpersonal conflict, and heightened psychological distress. These challenges tend to be more pronounced when adolescents are raised in restrictive family environments that limit emotional expression and autonomy.

Previous literature consistently highlights a meaningful association between parenting style and emotional regulation outcomes; however, the strength and nature of this relationship may vary based on contextual factors such as cultural norms, family communication patterns, and the availability of peer support. Therefore, examining this relationship within the specific sociocultural context of SMA Negeri 3 Bukittinggi offers valuable empirical insight and contributes to a more nuanced understanding of how authoritarian parenting may influence adolescents' emotional development.

Conceptual Framework

Authoritarian Parenting (X) → Emotional Regulation (Y)

This conceptual model posits a direct effect of authoritarian parenting on emotional regulation. Authoritarian parenting characterized by high control and limited emotional warmth is expected to hinder adaptive emotional regulation, a relationship supported by previous empirical findings (Alqahtani et al., 2024; Gross & Thompson, 2023).

METHODOLOGY

This study employed a quantitative approach with a simple regression design to examine the influence of authoritarian parenting on students' emotional regulation at SMA Negeri 3 Bukittinggi. The simple regression model was selected because it enables researchers to quantify and evaluate the predictive relationship between the independent and dependent variables in an objective and systematic manner (Creswell & Guetterman, 2024; Cueli et al., 2024).

The population of this study consisted of all Grade XI students at SMA Negeri 3 Bukittinggi, totaling 176 individuals. To obtain a representative sample, simple random sampling was utilized, allowing each member of the population an equal probability of selection. A sample of 62 students was ultimately chosen, representing a balanced distribution across class groups. The use of simple random sampling was deemed appropriate because the population was relatively homogeneous in terms of age, academic level, and school environment.

Data were collected through a Likert-scale questionnaire comprising two standardized instruments. The Parental Authority Questionnaire (PAQ) was adapted to measure authoritarian parenting, whereas the Emotion Regulation Questionnaire (ERQ) was adapted to assess students' emotional regulation. Both instruments were contextually modified to align with the cultural and linguistic characteristics of Indonesian adolescents, ensuring conceptual and cultural relevance (Moodie et al., 2020; Vestad, 2022).

Prior to the main data collection, validity and reliability tests were conducted to ensure the accuracy and stability of the measurement tools. Content validity was evaluated by three experts in educational psychology and guidance and counseling, who assessed the relevance, clarity, and representativeness of each item (Abidin et al., 2022; Azwar, 2022). Reliability testing using Cronbach's Alpha produced coefficient values above 0.70 for both instruments, indicating satisfactory internal consistency.

Following the fulfillment of the normality and linearity assumptions, the data were analyzed using simple linear regression in SPSS version 26 for Windows. This analytical technique allowed researchers to determine whether authoritarian parenting significantly influenced students' emotional regulation. Overall, the research procedures adhered to quantitative research principles emphasizing objectivity, validity, and replicability in behavioral science studies (Creswell & Guetterman, 2024).

RESULTS

Prerequisite Test

Normality Test

The Kolmogorov Smirnov test was used to examine whether the data of each variable were normally distributed.

Table. 1 Normality Test Results (One-Sample Kolmogorov–Smirnov Test)

Parameter	Value
N	62
Mean	0.0000000
Std. Deviation	7.99788205
Test Statistic	0.078
Sig. (2-tailed)	0.200

Based on Table 1, the significance value of 0.200 (> 0.05) indicates that the data are normally distributed. Since the normality assumption is fulfilled, the regression analysis can be validly performed using parametric statistical procedures. This finding also demonstrates that the dataset does not exhibit substantial deviations from normality that could potentially bias the analytical results.

Linearity Test

The linearity test was conducted to determine whether a linear relationship exists between authoritarian parenting and emotional regulation.

Table. 2 Linearity Test Results (ANOVA Table)

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	2896.024	29	99.863	.454	.007
Linearity	296.341	1	296.341	.282	.011
Within Groups	1302.250	32	40.695	—	—
Total	4198.274	61	—	—	—

Based on Table 2, the linearity significance value of 0.011 (< 0.05) indicates that the relationship between authoritarian parenting and emotional regulation is linear. Therefore, the simple regression model meets the linearity assumption and is suitable for further hypothesis testing.

Hypothesis Testing

Simple regression test

Table.3 Regression Coefficients

Variable	B	Std. Error	eta	t	ig.
Constant	62.907	8.440		.453	.000
Authoritarian Parenting	0.221	0.104	.266	.135	.037

Based on Table 3, the regression analysis shows that authoritarian parenting significantly predicts students' emotional regulation (Sig. = 0.037 < 0.05). The regression coefficient (B = 0.221) indicates a positive relationship, meaning that higher levels of authoritarian parenting are associated with higher emotional regulation scores. However, the effect size is relatively small.

Coefficient of Determination (R^2)

Tabel. 4 Model Summary

R	R Square	Adjusted R Square	Std. Error
.266	0.071	0.055	8.06426

Based on Table 4, the R^2 value of 0.071 indicates that authoritarian parenting contributes 7.1% to the variance in emotional regulation. The remaining 92.9% is influenced by other factors not examined in this study, such as personality characteristics, peer relationships, school environment, or family communication patterns. This finding suggests that emotional regulation is a multidimensional construct shaped by a wide range of internal and external influences.

DISCUSSION

The findings of this study indicate that authoritarian parenting significantly influences students' emotional regulation, although the effect size is relatively small. This result is consistent with previous research showing that high parental control tends to shape adolescents' emotional behavior by prioritizing obedience and compliance over open emotional expression (Alqahtani et al., 2024; Troy et al., 2023). Similar findings were reported by Sari and Wahyuni (2020), who noted that rigid and punitive parenting can foster emotional restraint but simultaneously reduce adolescents' empathy, confidence, and willingness to communicate.

The present findings also align with the theoretical framework proposed by Gross and Thompson (2023), which describes emotional regulation as a dynamic process shaped by both internal cognitive mechanisms and external environmental factors. Within this framework, parenting plays an important role in shaping adolescents' emotional strategies. Adolescents raised under authoritarian parenting often develop tendencies toward emotional suppression, which may promote behavioral discipline but hinder flexible and adaptive emotional expression (Setyowati & Fairuzindra, 2023).

Beyond the direct influence identified in this study, empirical evidence demonstrates that the effect of authoritarian parenting on adolescents' emotional regulation is moderated by coping strategies and self-control capacities. Meta-analytic findings show that maladaptive coping (e.g., avoidance, suppression, disengagement) is strongly associated with internalizing problems, whereas adaptive coping and effective emotion-regulation strategies (e.g., cognitive reappraisal, primary/secondary control coping) buffer against psychological distress (Compas et al., 2017). Research on parenting style and emotion management further reveals that authoritarian parenting is negatively associated with children's emotion management skills and self-control, which in turn impairs their emotional adaptation and peer relations (Li et al., 2023). In investigations among adolescents, authoritarian or harsh parenting is linked to higher incidence of problem behaviors and emotional maladjustment, often mediated by deficits in self-control and emotion-regulation capacity (Zhang, 2023; Sun, 2024). These findings highlight the importance of considering coping style, self-control, and broader social support when interpreting the effects of parenting style on emotional development.

Although the analysis revealed a statistically significant relationship, the small coefficient of determination ($R^2 = 7.1\%$) suggests that authoritarian parenting accounts for only a limited proportion of the variance in emotional regulation. This reinforces the understanding that emotional regulation is a multidimensional construct influenced by various contextual factors, including peer interactions, school climate, individual temperament, and family communication patterns (Liu et al., 2025; Pradipta et al., 2021). Adolescents' emotional competencies are shaped not only by parental influence but also by continuous interactions within their broader social environment, where supportive peers and teachers may serve as compensatory emotional resources.

The findings of this study further support the work of Cahyani et al. (2022), who emphasized that rigid and repressive parenting tends to hinder the development of emotional intelligence. Conversely, adolescents who receive emotional support from peers or caregivers are more likely to display enhanced emotional stability and stronger cognitive reappraisal skills an essential strategy for managing emotional experiences adaptively.

From a practical standpoint, these results underscore the importance of coordinated efforts between parents, teachers, and school counselors in promoting students' emotional development. Counselors can play a strategic role by offering psychoeducational programs that guide parents to balance authority with emotional warmth and open communication (Fitri & Rinaldi, 2024). Additionally, schools can implement socio-emotional learning initiatives designed to foster students' self-awareness, empathy, and emotional management skills, contributing to healthier emotional development environments (Creswell & Guetterman, 2024).

In conclusion, while authoritarian parenting has a significant effect on students' emotional regulation, its contribution is modest, reflecting the complex and multifaceted nature of emotional development. Future research should incorporate mediating or moderating variables—such as emotional intelligence, resilience, empathy, or cultural norms—to provide a deeper and more comprehensive understanding of how authoritarian parenting interacts with other developmental factors (Nathania et al., 2022). Overall, the present study contributes empirical evidence that can inform guidance and counseling practices, particularly in promoting constructive parenting practices and strengthening students' emotional regulation skills within the school context (Faryad et al., 2024).

CONSLUSION

Based on the results of the data analysis, this study concludes that authoritarian parenting has a significant effect on students' emotional regulation at SMA Negeri 3 Bukittinggi. The prerequisite tests confirmed that the data met the assumptions of normality ($\text{Sig.} = 0.200 > 0.05$) and linearity ($\text{Sig.} = 0.011 < 0.05$). Furthermore, the regression analysis produced a significance value of 0.037 (< 0.05) with a regression coefficient of 0.221, indicating a significant positive relationship between authoritarian parenting and emotional regulation. However, the coefficient of determination ($R^2 = 0.071$) shows that authoritarian parenting accounts for only 7.1% of the variance in emotional regulation, while 92.9% is influenced by other factors such as temperament, peer interactions, school climate, and family communication patterns.

This finding reinforces the view that emotional regulation is a multifaceted construct shaped by various internal and external influences. The results of this study highlight the need for parents and educators to balance discipline with emotional warmth, open communication, and empathy to support students' emotional adaptability. School counselors play an essential role in enhancing students' emotional awareness and regulation skills through reflective counseling, socio-emotional learning initiatives, and parental psychoeducation programs. School counselors play a pivotal role in fostering students' emotional awareness and emotion-regulation abilities. Through social-emotional learning (SEL) programs integrated into comprehensive counseling services, counselors help youth acquire adaptive coping strategies, self-management skills, empathy, and interpersonal competences (ASCA, 2019; Paolini, 2019). School-based emotion-regulation interventions have been shown to increase use of adaptive emotion-regulation strategies and reduce risk behaviors among adolescents (Houck et al., 2016). In addition, individual counseling and psychoeducational efforts, particularly for vulnerable students such as bullying victims, further support students' emotional well-being and resilience (Minarsi et al., 2025; Baiti, 2023).

Future research is encouraged to involve larger and more diverse samples, explore additional parenting styles (authoritative and permissive), and examine mediating or moderating variables such

as self-esteem, peer support, or emotional intelligence. Employing a mixed-methods approach may also provide deeper insights into how family dynamics contribute to adolescents' emotional development. In summary, although authoritarian parenting significantly influences students' emotional regulation, the magnitude of its contribution is relatively small. Therefore, fostering emotional competence in adolescents requires collaborative efforts among parents, teachers, and school counselors to create emotionally supportive environments that cultivate both discipline and empathy.

Based on the results of data analysis, it can be concluded that authoritarian parenting has a lebih disingkat Based on the results of data analysis, it can be concluded that authoritarian parenting has a significant effect on students' emotional regulation at SMA Negeri 3 Bukittinggi. The results of the prerequisite tests showed that the data were normally distributed ($\text{Sig.} = 0.200 > 0.05$) and had a linear relationship ($\text{Sig.} = 0.011 < 0.05$), confirming the suitability of the simple regression model. The regression test obtained a significance value of 0.037 (< 0.05) with a regression coefficient of 0.221, indicating a significant positive relationship between authoritarian parenting and emotional regulation.

However, the coefficient of determination (R^2) value of 0.071 indicates that authoritarian parenting contributes only 7.1% to students' emotional regulation, while the remaining 92.9% is influenced by other variables such as individual temperament, peer relationships, school climate, and family communication patterns. These findings confirm that emotional regulation is a multifactorial construct that cannot be explained solely by parenting style.

This study implies that although discipline and control are necessary, parents and educators should balance them with emotional warmth, open communication, and empathy to foster students' emotional adaptability. Counselors at school can play an important role in helping students develop emotional awareness and regulation skills through reflective counseling, socio-emotional learning programs, and parental psychoeducation.

Future studies are encouraged to expand the research scope by involving larger and more diverse samples, including different parenting types (authoritative, permissive), and examining mediating variables such as self-esteem, peer support, or emotional intelligence. mixed-method approach could also provide deeper insights into how family dynamics influence adolescent emotional development.

In summary, this study supports the view that authoritarian parenting significantly affects students' emotional regulation, but the contribution is relatively small. Therefore, the development of emotional competence in adolescents requires collaboration between parents, teachers, and school counselors to create emotionally supportive learning environments that nurture both discipline and empathy

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