

The Relationship Between Overprotective Parenting and Independence with Adolescents' Self-Identity Status

Nida Alifatun Sajidah¹, Yulia Insyirah², Lusi Handayani³

Faculty Of Psychology, Master of Professional Psychology, Persada Indonesia University YAI
E-mail: nidaasajidah21@gmail.com¹, yuliaisirah@gmail.com², lusihandayani17@gmail.com³

Abstract

This research aims to determine the relationship between overprotective parenting and independence and the self-identity status of teenagers at Muhammadiyah High School, Bantul, Yogyakarta. The subjects in this research were female students in grades 10 to 12 at SMA Muhammadiyah Bantul. This research uses 3 research variables, consisting of 2 independent variables and 1 dependent variable. The data collection method that will be used in this research is the Adolescent Self-Identity Status Scale, Overprotective Parenting Pattern Scale and Independence Scale. The data obtained in this research was analyzed using a multiple regression analysis technique with two predictors using the Statistical Product and Service Solution (SPSS) 16 For Windows computing system program. The results of this study indicate that there is a positive relationship between Overprotective Parenting and Independence with Adolescents' Self-Identity Status. The results of the analysis using regression analysis techniques resulting from the relationship between the three variables obtained $R = 0.415$ and $R^2 = 0.172$ with a value of $p = 0.000$ ($p < 0.01$). There is a very significant positive relationship between Overprotective Parenting Patterns and Adolescents' Self-Identity Status, with a correlation of $r = 0.283$ and a significance level of 0.001 ($p < 0.01$). There is a very significant positive relationship between independence and Self-Identity Status in adolescents, with a correlation of $r = 0.357$ and a significance level of 0.000 ($p < 0.01$). The conclusion in this research is that there is a very significant positive relationship between Overprotective Parenting and Independence with the Self-Identity Status of Adolescents at Muhammadiyah High School Bantul, Yogyakarta. Based on the first minor hypothesis, there is a very significant positive relationship between Overprotective Parenting Patterns and the self-identity status of Muhammadiyah Bantul High School students. Based on the second major hypothesis, there is a very significant positive relationship between independence and the self-identity status of Muhammadiyah Bantul High School students.

Keywords overprotective parenting pattern, independence, personal identity status, adolescents

INTRODUCTION

Adolescence is a transition period when an individual experiences physical and psychological changes from childhood to adulthood (Santrock, 2003). The task of children's development during adolescence is to adapt to changes in themselves both physically and psychologically, to strengthen independence and behavior, to accept rules of behavior, to understand values and to solidify identity (Ali, 2007). The process of forming self-identity can be seen through the elements that form self-identity, namely efforts to seek information and in-depth understanding, this effort is called exploration, as well as efforts to carry out choices regarding alternatives that have been made, this is called commitment (commitment) (Purwadi, 2004).

Parents at this time are obliged to provide guidance or treatment to children in introducing them to social life or the norms of social life that apply in their environment (Yusuf, 2006). This problem of self-identity is related to research conducted by Marshallina (2012) regarding "The Relationship between Parenting Patterns and the Self-Identity of Late



Adolescents". The data collection tool was carried out through a questionnaire with a scale of parenting patterns and self-identity. The results of analysis using chi-square obtained a Chi-square value = 20,767; $p < 0.05$, this result means that there is a significant relationship between parenting styles and self-identity in late adolescence.

LITERATURE REVIEW

Adolescent Self-Identity Status

According to Papalia and Olds (2001) self-identity is the process of becoming a unique person with an important role in life. According to Stuard (2007), self-identity is awareness of oneself which originates from observation and assessment, which constitute all aspects of the self-concept as a unified whole. Gunarsa (1991) identity is a result obtained during adolescence, but it will still experience change and renewal.

According to (Purwadi, 2004) self-identity status is a categorization of self-identity based on the results of the exploration and commitment process according to Marcia's theory.

According to Marcia (1993) the formation of a person's self-identity is assessed from the elements of exploration and commitment as follows:

a. Exploration

Individuals try to search for and find various information that is useful for forming their identity, so it is broken down into more operational indicators including the following elements:

- 1) Knowledge ability, namely how much an individual correctly masters important information that is useful for their life.
- 2) Activity directed toward the gathering of information that is, individuals carry out activities directed at obtaining information related to their requests or aspirations.
- 3) Evidence of considering alternative potential identity elements, namely the ability to consider existing alternatives by comparing the advantages and disadvantages of an object so that you have reasons for choosing the option.
- 4) Emotional tone namely the emotional atmosphere (happy/not) which is expressed by positive and intellectual behavior when discussing and seeking information about matters related to their interests or aspirations.
- 5) A desire to make an early decision that is, individuals tend to want to immediately make a decision to choose the direction to go according to their goals and interests when they already have information and discuss it with people, they feel are right.

b. Commitment

Commitment is an attitude that describes loyalty to the choices one makes. Includes elements such as the following:

- 1) Activity directed toward the gathering of information that is, individuals carry out activities directed at obtaining information related to their requests or aspirations.
- 2) Evidence of considering alternative potential identity elements, namely the ability to consider existing alternatives by comparing the advantages and disadvantages of an object so that you have reasons for choosing the option.

- 3) Emotional tone namely an emotional atmosphere (happy/not) expressed by positive and intellectual behavior when discussing and seeking information about matters related to their interests or aspirations.
- 4) A desire to make an early decision that is, individuals tend to want to immediately make a decision to choose the direction to go according to their ideals and interests when they already have information and discuss it with people, they feel are right.

Overprotective Parenting Pattern

The family is the first environment that provides adolescents with opportunities to develop their abilities in academic and other fields. Teenage personality and behavior will be formed based on what parents instill through parenting (Purbasari, 2016). According to Yusuf (2004), the pattern of parental treatment is overprotection, where parents provide excessive contact with their children. Children become confused because they don't get the opportunity to know what other people like, except their father/mother. Children do not get the opportunity to learn to face difficulties and seem to be imprisoned by excessive love. Children want to live naturally, but don't know how, because excessive pampering in looking after their children will cause suffering and damage the child because they feel they have not been given the opportunity to learn and develop in their life growth. Children who are overprotected will develop into fearful children and can endanger themselves because they never face danger.

Santrock (2007) states that authoritarian style parenting is punitive and restrictive where parents really try to get teenagers to follow the directions given and respect the work or efforts that parents have made. Authoritarian parents set strict boundaries and control over teenagers and provide them with little opportunity for verbal dialogue. For example, an authoritarian parent might say "do as I tell you or not at all. No discussion!". Adolescents raised by authoritarian parents often worry about social comparisons, pay little attention to initiative and have poor communication skills.

According to Yusuf (2005) overprotective behavior consists of four aspects, namely:

- a) Parents with excessive contact with children want to always be close to children.
- b) Continuous care or provision of assistance to children, even though the child is able to care for himself, parents still help.
- c) Supervising children's activities excessively, parents always supervise the activities carried out by children.
- d) Solving children's problems, parents do not get children into the habit of learning to solve problems, always helping to solve children's personal problems, even though the problems experienced can be solved by the child themselves.

Independence

The development of independence can come from within the child or from outside. The development of independence that comes from within the child includes gender, age, and heredity, while that comes from outside is formation by the environment, including parenting patterns and the teaching and learning process at school (Retnowati, 2008).



According to Daradjat (1983), independence (standing alone) is a child's tendency to do something they want without asking other people for help. Also measures his ability to direct his behavior without submitting to others. Usually, children who stand alone are more able to take responsibility, and generally have stable emotions.

According to Stainberg (2009) there are three aspects to achieving independence, namely:

- a) Emotional independence, namely the aspect of independence that expresses changes in the closeness of emotional relationships between individuals, such as the emotional relationship between students and teachers or their parents.
- b) Behavioral independence, namely the ability to make decisions without depending on other people and doing so responsibly.
- c) Independence of values, namely the ability to interpret a set of principles about right and wrong, about what is important and what is not important.

METHOD

The method used in this research is a quantitative method with a sampling technique using cluster random sampling of 275 people consisting of high school students in grades 10-12. The tool used for data collection in this research was a scale. The scale used in this research consists of three scales, namely the scale of self-identity status, overprotective parenting patterns, and independence. This scale was analyzed using a multiple regression technique with two predictors. The scale was tested for content validity through professional judgment. Professional judgment in this case is that of the supervisor to see whether the items compiled have revealed the aspects needed in this research. Next, the scale was tested for reliability using Cronbach's Alpha reliability coefficient. The expected alpha reliability coefficient in this study is ≥ 0.700 . To test reliability, researchers used the Statistical Product and Service Solution (SPSS) program for Windows 16.0.

RESULTS AND DISCUSSION

Descriptive Research Data

The descriptive analysis used is by looking at the Hypothetical Scores from the three scales.

Table 1. Descriptive statistical data for the overprotective parenting style scale, the independence scale, and the adolescent self-identity status scale

Hypothetical Score			
Minimal	Maximum	Mean	Standard Deviation
28	112	70	14
29	116	72.5	14.5
56	224	140	28

Description of hypothetical score calculation:

- a) Minimum Score (Min) = Number of items x lowest value of the weight of the answer choices.
- b) Maximum Score (Max) = Number of items x highest value of the weight of the answer choices.
- c) Mean = (Maximum Score + Minimum Score): 2
- d) Standard Deviation (SD) = (Maximum Score – Minimum Score): 6

Based on the results of descriptive statistical data in the form of hypothetical scores, the next step is to categorize the variable scores for Overprotective Parenting Pattern, independence, and Adolescent Self-Identity Status. The categorization of research variables is based on the empirical mean value for each variable with the following formula:

Table 2. Categorization of Research Variables

Variable Categorization	Formulation of Norms
Low	$X < (M - 1.0 \text{ SD})$
Currently	$(M - 1.0 \text{ SD}) \leq X < (M + 1.0 \text{ SD})$
Tall	$X \geq (M + 1.0 \text{ SD})$

Information:

X : M Raw Score: Empirical mean

SD : Standard deviation

Categorization Test

The categorization used in this research is empirical data because it is in accordance with the results of data in the field. The categorization results can be seen in the following table:

Table 3. Categories of Adolescent Self-Identity Status, Overprotective parenting and Independence

Variable	Intervals	Frequency	Percentage (%)	Category
StatusPersonal identity	$X < 112$	0	0%	Low
	$112 \leq X < 168$	83	56.5%	Currently
	$X \geq 168$	64	43.5%	Tall
Parenting <i>Overprotective</i>	$X < 56$	2	1.4%	Low
	$56 \leq X < 84$	143	97.3%	Currently
	$X \geq 84$	2	1.4%	Tall
Independence	$X < 58$	0	0%	Low
	$58 \leq X < 87$	96	65.3%	Currently
	$X \geq 87$	51	34.7%	Tall

The results of the research show that the Personal Identity status scale is in the medium category, the Overprotective Parenting Pattern scale is in the medium category and the independence scale is in the medium category.



Test Assumptions

Before testing the hypothesis using regression analysis techniques, first carry out an assumption test (prerequisite test) the aim is to find out whether the assumptions in the research have been fulfilled or not. The assumption tests used in this research include normality tests, linearity tests, and multicollinearity tests.

Normality test

The normality test aims to ensure that the distribution of scores on the variables being analyzed is normal or not and that there is no difference in the distribution of data between the sample and the population. If the variables are not normal, then this research cannot represent the existing subjects so it cannot be applied to those subjects.

The test uses a nonparametric statistical test, namely the Kolomogorov-Smirnov test. Data is said to be normal if the Asymp.sig value (significance level) or $p > 0.05$, meaning there is no difference in the distribution of data in the sample and the population (the distribution of scores in the sample forms a normal curve). However, if the Asymp.sig value (significance level) or $p < 0.05$ then the data is not normal, which means that the distribution of data in the sample does not match the population (the distribution of scores in the sample does not form a normal curve).

Based on the results of the Normality test, the normality index (KS-Z) for the Overprotective parenting variable was 0.808 and the significance level (p) was 0.532 ($p > 0.05 =$ Significant), for the Independence variable the normality index (KS-Z) was 1,335 and The significance level (p) is 0.057 ($p > 0.05 =$ significant), then for the Personal Identity Status variable, the normality index (KS-Z) is obtained at 0.578 and the significance level (p) is 0.892 ($p > 0.05 =$ Significant). So it can be concluded that there is no difference in the distribution of data between the sample and the population (normally distributed data).

Linearity Test

The linearity test is used to find out whether the independent variables and dependent variables have a straight line (linear) relationship so that they can be correlated. The criterion for testing linearity is if the significance value of linearity is Sig. Flinearity < 0.05 and Sig. Fdeviation from Linearity > 0.05 .

Based on the results of the linearity test that has been carried out, it is known that the relationship between the ID variable and PAO has a Linearity Index (fLinearity) of 8.389 with p Linearity of .004 ($p < 0.05 =$ significant), so that it is fulfilled and F Dev. From Linearity is 1.380 with p Dev. From Linearity is .128 ($p > 0.05 =$ significant, so it is fulfilled).

The relationship between the Self-Identity variable and Independence has a Linearity index (FLinearity) of 17,328 with p Linearity of .000 ($p < 0.05 =$ significant, so fulfilled) and F Dev. From Linearity is 1.376 with p Dev. From Linearity is .120 ($p > 0.05 =$ significant), so it is fulfilled). Thus, it can be concluded that the data distribution of the two variables to be correlated can be connected with a straight line (Linear).

Multicollinearity Test

The multicollinearity test was carried out to test whether the regression model found a correlation between the independent variables. The multicollinearity test in this study was to test the Overprotective Parenting Pattern variable with independence. The criteria used are a VIF value of less than 10 ($VIF < 10$) and a tolerance value of more than 0.1 (tolerance > 0.1), so there is no multicollinearity relationship.

Based on the results of the multicollinearity test, it can be seen that for the Overprotective and Independent Parenting Pattern variables, the VIF value is 1.016 ($VIF < 10$, no multicollinearity) and the tolerance value is 0.984 (Tolerance > 0.1 , no multicollinearity). So, it can be concluded that multicollinearity does not occur in the two independent variables.

Hypothesis testing

Based on the results of the hypothesis test, it was found that the major hypothesis stated that there was a relationship between Overprotective Parenting and Independence with the Self-Identity Status of Muhammadiyah Bantul High School students.

Based on the results of multiple regression analysis, the regression coefficient R was obtained at 0.415 with a significance level of 0.000 ($p < 0.01$) which was very significant. This means that the major hypothesis proposed in this research can be accepted, so that there is a very significant relationship between Overprotective Parenting and Independence with Personal Identity Status.

a. First minor hypothesis

There is a relationship between Overprotective Parenting Patterns and the self-identity status of Muhammadiyah Bantul High School students, based on the results of multiple regression analysis, the correlation between Overprotective Parenting Patterns and Adolescent Self-Identity Status is 0.283 with a significance level of 0.001 ($p < 0.01$) so the hypothesis proposed in this research acceptable. This means that there is a very significant positive relationship between Overprotective Parenting Patterns and the self-identity status of Muhammadiyah Bantul High School students.

b. Second minor hypothesis

There is a relationship between independence and adolescent self-identity status based on the results of multiple regression analysis. The correlation between independence and Adolescent Self-Identity Status with a value of 0.357 with a significance level of 0.000 ($p < 0.01$) so that the hypothesis proposed in this research can be accepted, meaning there is a relationship. a very significant positive relationship between independence and the self-identity status of Muhammadiyah Bantul High School students.

The results of multiple regression analysis show that the determinant coefficient value of $R^2 = 0.172$ means that overprotective parenting and independence contribute 17.2% ($0.172 \times 100\%$). Meanwhile, the rest is a contribution from other variables outside the Overprotective Parenting Pattern and Independence variables. The effective contribution of



the Overprotective Parenting Pattern variable is 6.123% and the effective contribution of the Independence variable is 11.059%.

CONCLUSION

This research aims to find out the relationship between Overprotective Parenting and Independence with Adolescents' Self-Identity Status. The results of the research data analysis show that the hypothesis proposed by the researcher is acceptable. The hypothesis proposed by the researcher is that there is a positive relationship between Overprotective and Independence Parenting Patterns and Adolescents' Self-Identity Status.

The results of the categorization of the Overprotective Parenting Pattern variable show that the majority of subjects received Overprotective Parenting Patterns in the moderate category. The results of the categorization of independence variables show that the majority of subjects have moderate independence. The results of the self-identity status variable category show that the majority of subjects have self-identity status in the medium category.

The results of multiple regression analysis between Overprotective Parenting Patterns and Self-Identity at SMA Muhammadiyah Bantul Yogyakarta show that there is a positive relationship between the two. The results of research data analysis show that the hypothesis proposed by the researcher is acceptable. The hypothesis proposed by the researcher is that there is a positive relationship between Overprotective Parenting Patterns and Adolescent Self-Identity Status. Overprotective parenting is said to be positive because it can influence the formation of self-identity in the subject, overprotective parenting is said to be negative because it cannot influence the formation of self-identity status.

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