

Parenting patterns of Vocational High School Students: A case study at Setia Bhakti Vocational High School in Tangerang City

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Article History:	Submission	Revised:	Accepted	Published
	2023-04-03	2023-11-30	2023-12-16	2023-12-25

ABSTRACT

This research was motivated by problems regarding parenting, difficulties in directing children to study because they get bored easily, difficulty dividing time between work and helping children when studying and difficulty in dealing with children using gadgets. This research aims to determine the parenting patterns obtained by Setia Bhakti Vocational School students and the impact obtained from parental care. The method used is a qualitative method with a case study approach. The research subjects were students of Setia Bhakti Vocational School, Tangerang City, class XI majoring in accounting who were taking online learning. Based on the data obtained, the pandemic has changed the parenting style provided by parents, where parents are not only involved in helping their children learn at home but also have to provide learning support facilities. Apart from that, working parents also have to divide their time between work and their children's needs during the online learning process. Not only that, parents must also monitor their child's development so that it does not decline and make the learning atmosphere enjoyable.

Keywords: Parenting patterns, Students

ABSTRAK

Pola asuh orangtua siswa SMK: Studi kasus pada siswa SMK Setia Bhakti Kota Tangerang

Penelitian ini dilatarbelakangi masalah mengenai pengasuhan, kesulitan dalam mengarahkan anak untuk belajar karena mudah jenuh, sulit membagi waktu antara bekerja dan membantu anak pada saat mengikuti pembelajaran dan sulit mengatasi anaknya dalam penggunaan gadget. Penelitian ini bertujuan untuk mengetahui pola asuh yang didapat pada siswa SMK Setia Bhakti serta dampak yang diperoleh dari pengasuhan orang tua. Metode yang digunakan yaitu metode kualitatif dengan pendekatan studi kasus. Subjek penelitian adalah siswa SMK Setia Bhakti Kota Tangerang kelas XI jurusan akuntansi yang sedang mengikuti pembelajaran daring. Berdasarkan data yang diperoleh bahwa pandemi membuat pola asuh yang diberikan orang tua mengalami perubahan, dimana orang tua tidak hanya terlibat dalam membantu anaknya belajar di rumah tetapi juga harus menyediakan fasilitas pendukung pembelajaran. Selain itu, orang tua yang bekerja juga harus membagi waktu antara pekerjaan dan kebutuhan anak saat proses pembelajaran daring berlangsung. Tidak hanya itu, orang tua juga harus menjaga perkembangan anak agar tidak menurun dan membuat suasana belajar menjadi menyenangkan.

Kata kunci: Pola asuh, Siswa

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Article citation:

Wardhani, B. P., & Ekawati, D. (2023). Parenting Patterns of Vocational High School Students: A Case Study at Setia Bhakti Vocational High School in Tangerang City. *Empathy Jurnal Fakultas Psikologi*, 6(2), 124-135. <http://dx.doi.org/10.12928/empathy.v6i2.26052>

INTRODUCTION

At the end of 2019, the world was struck by a pandemic. Indonesia was one of the countries affected by this virus after the announcement of the first case by President Joko Widodo on Monday, March 2, 2023 [1]. Based on obtained data, the pandemic had an impact on various sectors of life, including education, which transformed face-to-face learning into remote learning, or studying from home. The shift in the learning system brought forth several issues: firstly, the inadequate involvement of students in learning activities; secondly, the limited availability of facilities in remote learning; thirdly, the constraints faced by teachers in utilizing technology; fourthly, the involvement of parents in aiding their children during remote schooling, simultaneously taking on the role of teachers by providing proper parental guidance [2].

The pandemic altered the parenting approach, where parents were not only involved in assisting their children's learning at home but also had to provide supportive learning facilities, such as internet data, for accessing remote learning. However, not all parents could afford these facilities considering the uneven economic status. Furthermore, remote learning impacted the reduction of routine activities performed by parents as they were also learning alongside their children and aiding them in completing their assignments [3].

Based on the initial survey results, issues concerning parental guidance during the pandemic were identified. During this period, the parents of subject I, who accompanied their children in remote learning, faced difficulties in guiding them due to the children's tendency to easily get bored with online learning. Consequently, parents made efforts to create an enjoyable learning atmosphere. Moreover, throughout the pandemic, parents had the additional responsibility of providing guidance and education to their children at home. Additionally, working parents had to balance their time between work and attending to their children's needs during the home-based learning process. This challenge was also experienced by the parents of subject II, who had to juggle between work and assisting their children during remote learning sessions. Furthermore, parents of subject II encountered difficulties in managing their children's use of gadgets.

Based on interviews with parents as significant figures, it was found that throughout

the pandemic, parents had the added responsibility of providing guidance and education to their children. While providing guidance, parents had to balance their time between work and their children's needs at home, ensuring their children's development was not compromised [4].

Additionally, based on subsequent interviews, subject I found remote learning to be less effective due to network constraints and time limitations when seeking clarification from teachers regarding unclear subject matter. The subject struggled with understanding subjects involving calculations such as mathematics and accounting. Furthermore, while the parents were working, subject I couldn't inquire about school assignments. Meanwhile, during the pandemic, subject II required extra effort to understand practical aspects during remote sessions due to limitations in seeking direct clarification from peers or the respective teacher.

If unfavorable conditions persist for both parents and children during remote learning in the pandemic, it will lead to parenting stress, eventually resulting in a decline in the quality and effectiveness of parenting behaviors, such as decreased warmth in parenting behavior and increased harsh discipline [5]. Parenting stress refers to the psychological process experienced by individuals due to unfavorable conditions, leading to psychological reactions aimed at adapting to the demands of the parental role [5].

Based on the aforementioned points, the researcher is interested in conducting a study titled "Parenting Styles of Vocational High School Students: A Case Study of Vocational High School Setia Bhakti in Tangerang City." The reason for opting for a qualitative approach is that the researcher aims to deeply explore the issues related to parenting styles among each subject. The selected subjects are students in the accounting department of vocational high schools because many parents of students in this department have expressed concerns. The pandemic has added to their responsibilities in providing parental guidance for their children, especially during remote Internship Practice (PKL), where parents are also involved in creating accounting reports obtained through the company's website.

METHOD

This research employs a qualitative method using a case study approach. It began by obtaining permission from the head of Setia Bhakti Vocational High School in Tangerang City. The researcher then sought and selected willing subjects who met specific criteria and

conducted interviews with them. Additionally, the researcher interviewed significant persons to gather supplementary information. The research subjects were 11th-grade students majoring in accounting at Setia Bhakti Vocational High School in Tangerang City participating in remote learning. The sampling technique utilized was purposive sampling. Subject selection was conducted online via the class WhatsApp group by choosing a specific department to determine the research subjects [6].

Data collection employed a semi-structured interview method. Interviews were conducted with students willing to provide information regarding the parenting styles they experienced from their parents during the pandemic. Additionally, significant persons for each subject, such as parents, class guardians, and the subjects' friends who were knowledgeable about the subjects' parenting styles, were interviewed. The first subject in this research was female, while the second subject was male. The analysis technique employed was thematic analysis [7].

The research was conducted through several stages: preparing interview guides, establishing rapport and obtaining informed consent from the subjects, preparing tools such as a voice recorder and notebooks for field notes, and analyzing data from transcribed interviews by creating meaning units and interpretations from the interview results [8].

RESULTS AND DISCUSSION

Based on the interviews conducted, subject I received warmth in parental care, wherein the subject's parents were attentive during their study sessions, aiding in memorizing materials before exams or creating videos for Physical Education subjects. This was supported by statements from the class guardian, who served as a significant figure for subject I, as the subject's parents reviewed the day's schedule or the upcoming week's schedule and assisted the subject in understanding accounting tasks that were challenging for them.

Subject I's parents exercised control over them regarding the rules to be followed. Additionally, the subject also exhibited self-control to complete their tasks by managing time effectively and refraining from leisure activities until work was completed. This was echoed by the significant figure for subject I, mentioning that subject I's parents set specific rules, such as no playtime with friends, bedtime by 10 p.m., and starting study sessions at 8 p.m. Furthermore, subject I diligently sought answers from books, Google, or asked friends who understood the assignments in order to complete their tasks.

Subject I has a good communication with their parents. This is evident from the significant figure's statement that the communication between Subject I and their parents is quite good, where Subject I's parents are willing to listen to what Subject I has to say. Furthermore, Subject I's parents provide parenting through rewards and punishments. When Subject I diligently studies, their parents reward them with simple gifts, such as preparing their favorite food or drink. Conversely, when Subject I makes a mistake, their parents do not hesitate to provide non-harmful punishments, offering advice on the mistakes made by Subject I.

The impact felt by Subject I from the parenting style is that they feel more attended to by their parents, as Subject I's parents consistently remind them about tasks, study hours, and rest. Additionally, Subject I also experiences negative effects, such as having to independently complete tasks when their parents are occupied with work.

Based on the interview findings, Subject II experiences warmth in parental care, where their parents demonstrate affection and create positive emotional involvement between the child and the parents. Subject II's parents do not excessively pressure the child to excel in school; however, Subject II comprehends the importance of earnest learning. Additionally, Subject II's parents assist with tasks that are not understood, such as the Indonesian language subject. This is supported by the significant figure's statement, affirming that Subject II's parents grant autonomy by explaining when the child does something inappropriate. They provide support and aid the child in understanding unclear tasks by explaining the meaning behind the assignments.

Subject II's parents exercise control over them regarding the rules to be followed, creating agreements together. Additionally, the subject exercises self-control to complete tasks promptly by referring to explanatory videos on YouTube, asking friends, or using math applications for mathematics assignments. This statement is supported by the significant figure, stating that Subject II's parents encourage the child to manage time efficiently for studying or completing school tasks. Furthermore, Subject II's parents impose a bedtime rule of 9 PM to prevent drowsiness in class.

The communication between Subject II and their parents is quite good, wherein the subject enjoys sharing their problems with their parents, who provide solutions. Moreover, Subject II's parents apply both rewards and punishments. They reward the child for achieving school successes by allowing them to purchase something they desire. Conversely, they

implement punishment if Subject II makes mistakes, such as submitting school assignments late. One form of punishment includes temporarily taking away the subject's phone until the agreed-upon time.

The impact on Subject II from their parents' parenting style is that they feel more attended to during the pandemic, especially concerning education and communication tool usage. Additionally, Subject II communicates more frequently with their parents compared to before the pandemic.

The researcher explains four ways to enhance parental involvement in educating children. First, organizing the child's activities and managing their time. Second, monitoring the child's academic progress. Third, observing the child's personality, attitudes, morals, and behavior. Parents can contact their child's class teacher to learn more about their development. Fourth, monitoring the effectiveness of their time spent at school [9] [4].

Based on this explanation, it correlates with the field findings where Subject I received good warmth from their parents' parenting style. This was evident in the interviews, showing that during the pandemic, Subject I's parents were more attentive to helping their child study, aiding in completing school assignments like crafting skills, and assisting in accounting subjects. Furthermore, Subject I's class guardian, serving as a significant figure, mentioned that during the pandemic, Subject I's parents actively engaged in their child's activities, overseeing their weekly learning schedule and assisting by reviewing the materials memorized by Subject I.

Based on the theoretical exposition above, it is evident that Subject II also experiences good warmth from their parents' parenting style. Subject II's parents do not demand constant high achievement from the child but rather encourage adaptation to school activities. Additionally, Subject II's parents support activities, particularly in nurturing the child's interests and talents by providing guidance on their daily endeavors.

The pandemic significantly influenced parenting, where parents felt the impact on nurturing, compelling them to rationalize how their children could be well-stimulated while confined at home. Another consequence of the pandemic is the prolonged stay of children at home, limiting their physical interaction with friends. This limitation has negative implications for children, leading to boredom, anger, and frustration [10].

These findings align with the research, highlighting that Subject I's parents consistently focus on the moral aspects of the child's behavior as a form of care, responsibility, and honesty. Furthermore, Subject II's parents help identify the child's issues

by teaching appropriate behaviors, supporting positive endeavors, and reminding them of societal norms if the child's behavior deviates.

Parental roles in instilling and enforcing discipline in children are crucial. Children with discipline become accustomed to an organized life [11]. Discipline is felt by children when consistently applied rules from time to time, fostering daily awareness so that children do not feel restricted by these regulations [9]. This strongly relates to parents providing disciplinary parenting to control their children and prevent rule-breaking.

Based on the research findings, it's known that Subject I is given specific rules by their parents, including participating in group work remotely through the phone, as the subject isn't permitted by their parents to attend group learning activities directly. Subject I is also accustomed to sleeping by 10 PM and starting studies by 8 PM. Additionally, Subject I's parents limit gadget usage to avoid disrupting the subject's concentration.

Similarly, Subject II receives several guidelines from their parents' parenting style, such as balancing study time at home and leisure activities like gaming. The subject engages in school-related activities and is capable of managing assignment deadlines to avoid exceeding set time limits. Subject II is also directed to sleep by 9 PM to stay alert during classes and focus on learning. Additionally, Subject II's parents regulate the subject's communication device usage, advising against excessive use due to potential adverse health effects.

Besides the specific rules for each subject, both sets of parents encourage their children to complete tasks independently. This autonomy fosters decision-making skills [12]. This aligns with the research findings showing that Subject I seeks answers from books, Google, or discussions with peers for school assignments, while Subject II attempts independent task completion using resources like YouTube or apps such as GoMath.

Regarding communication, parents engage in discussions with their children about standards, rules, and the application of rewards and punishments. Parents also encourage children to inquire when they don't understand or agree with these standards or rules [13].

Based on the research findings, it's revealed that subjects receive rewards from their parents, not always in the form of material items, and even if they are, these items aren't necessarily expensive. Subject I receives rewards on their birthday, such as purchasing liked items or going out for a meal together. On the other hand, Subject II receives rewards for achieving school milestones and completing tasks on time, receiving extra pocket money

when going out.

Apart from providing rewards, parents typically administer punishment if their children do not meet expectations. The purpose of punishment is to encourage obedience and prevent norm violations. The study shows that Subject I does not receive punishment for procrastinating or coming home late but is merely reprimanded by their parents without any physical harm. Conversely, Subject II faces the consequence of having their phone taken away by their parents. This aligns with prior research suggesting that parental punishment serves as educational guidance for children's character development [14]. The aim is for children to recognize and discontinue inappropriate behavior through punishment, thereby improving and avoiding repetition [15], [16].

The parent-child relationship within a family is cultivated through their daily communication interactions. Each activity between parents and children can influence their communication dynamics. Intensity of communication is crucial in decision-making processes [17]. In this research, it's observed that Subject I has a reasonably good relationship with their parents, who are attentive to their stories and readily assist with any problems.

Correspondingly, Subject II's research findings show that parents dedicate time to converse with their children. Furthermore, Subject II's parents allow their child to voice opinions and partake in decision-making discussions. During the pandemic, Subject II's parents noted a positive impact from increased communication. Before the pandemic, they had less intense communication due to their respective busy schedules.

Based on the research findings, it's apparent that parental caregiving during the pandemic significantly influences a child's growth, as those receiving democratic parenting differ from those under authoritarian parenting. Interviews revealed that Subject I experienced warmth from their parents during the pandemic along with high control through rules to be followed. However, communication between Subject I and their parents remains reasonably good. In light of these aspects, Subject I's parenting approach is viewed as authoritarian. Authoritarian parenting involves setting behavioral standards for children, attempting to shape, control, and evaluate their behavior according to parental standards [13]. In this style, parents strictly control children, limiting and coercing them to behave as desired [18].

Authoritarian parenting tends to result in weakened communication and the ability for children to express their opinions or feelings due to fear of their parents [19].

Additionally, children may struggle with socialization and communication with others, finding it difficult to comprehend and understand others' desires [20], [21]. The compliant nature of children under authoritarian parenting stems directly from the strict and harsh upbringing they receive [22], [23]. This aligns with the research showing that Subject I, under authoritarian parenting, tends to exhibit unstable emotions (moodiness) and excessive fear. Moreover, Subject I appears more passive and less adept at socializing, leading to lower self-confidence.

Subject II experiences democratic parenting, evidenced by a balanced manifestation of the three aspects observed in the parenting style. Baumrind defines democratic parenting as an approach using rational and democratic methods [13]. Here, parents foster closeness and accept assertive behavior from the child regarding rules, norms, and values. Parents under this style are more inclined to listen to their child's opinions, explain family rules related to norms and values, negotiate activities, and appreciate the child's talents and interests [24], [25].

Children under democratic parenting tend to enjoy a positive relationship with their parents. Interviews revealed playful interactions between parents and Subject II at home. When the child wishes to go out, parents grant permission while reminding them to return promptly. Additionally, Subject II shows a sense of responsibility for their actions. During discussions, Subject II's parents allow their child to freely express opinions and guide them in making appropriate decisions, fostering confidence in decision-making.

CONCLUSION

Based on the gathered data, it can be concluded that the pandemic has led to changes in parental caregiving, where parents are not only involved in assisting their children's home learning but also have to provide supportive learning facilities. Furthermore, working parents have to manage their time between work and attending to their children's needs during remote learning. Additionally, parents must ensure their children's development doesn't decline and create an enjoyable learning atmosphere. The aim of this study was to understand the parenting patterns observed in Setia Bhakti Vocational School students and the resulting impacts of parental caregiving. The alternative solutions proposed by the author are expected to benefit parents contributing to nurturing and teaching their children at home. Moreover,

the author recommends further research to explore the factors influencing these parental caregiving patterns.

ACKNOWLEDGEMENTS

The researcher extends sincere gratitude to the educational institution, SMK Setia Bhakti in Tangerang City, for granting permission to conduct the study titled "Parenting Patterns of Vocational High School Students: A Case Study at Setia Bhakti Vocational High School in Tangerang City." Additionally, the researcher expresses appreciation to the research subjects who generously devoted their time to be part of this study and to the significant individuals associated with each research subject who assisted in providing additional information regarding the parenting patterns observed in the subjects. The researcher also extends heartfelt thanks to Ahmad Dahlan University for the learning support provided throughout the researcher's academic journey at the university, and to the faculty members of the Psychology Department, particularly Ms. Dian Ekawati, for guidance, collaboration, and imparting knowledge that contributed to completing this journal article. Gratitude is also extended to the reviewers whose insights aimed at enhancing the quality of this journal article for future improvements.

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