

The Influence of Parenting Patterns, Self-Perception, and Social Support on the Emotional Well-Being of Adolescents in Indonesia

Tamaulina Br Sembiring¹, Sitti Rabiah Yusuf², Eko Sudarmanto³, Murthada⁴

¹ Prodi Ilmu Hukum Fakultas Sosial Sains Universitas Pembangunan Panca Budi

² Universitas Islam Negeri Maulana Malik Ibrahim Malang

³ Universitas Muhammadiyah Tangerang

⁴ Universitas Muhammadiyah Mahakarya Aceh

Article Info

Article history:

Received Oct, 2023

Revised Oct, 2023

Accepted Oct, 2023

Keywords:

Adolescent Emotional
Parenting Style
Self-Perception
Social Support
Well-being

ABSTRACT

This study explores the complex connections between Indonesian adolescent emotional wellbeing, social support, self-perception, and parenting style. Using a mixed-approaches strategy, 350 adolescents between the ages of 13 and 18 were randomly selected and then subjected to both quantitative surveys and qualitative interviews. The quantitative results showed a strong correlation between more emotional well-being and authoritative parenting. Higher levels of self-perception—including self-efficacy and self-esteem—were associated with better emotional results. Robust family support was found to be a significant predictor of improved emotional well-being, and supportive peers and schools were also found to be beneficial. Depth was given by qualitative insights, which disentangled the complex experiences of parenting philosophies, self-perception, and social support. The amalgamation of both quantitative and qualitative findings provides a thorough comprehension of the elements influencing the psychological welfare of teenagers in Indonesia. There is discussion of the implications for interventions and policies aimed at promoting mental health in this population.

This is an open access article under the [CC BY-SA](#) license.



Corresponding Author:

Name: Tamaulina Br Sembiring

Institution: Prodi Ilmu Hukum Fakultas Sosial Sains Universitas Pembangunan Panca Budi

Email: tamaulina@dosen.pancabudi.ac.id

1. INTRODUCTION

A critical period in human development, adolescence is marked by significant changes in one's physical, cognitive, and socioemotional domains [1]–[3]. Adolescents' emotional health is crucial at this time of transition since it plays a major role in determining their general mental health and quality of life. Given the convergence of many cultures, traditions, and socio-economic circumstances in Indonesia, it is imperative to comprehend the determinants of adolescents' emotional well-being [4]–[8].

This study aims to investigate the intricate interactions that shape the emotional landscape of Indonesian teenagers, including parenting style, self-perception, and social support. Indonesia has a young population, making it difficult to protect the mental health and wellbeing of its adolescents [9]–[11]. This study aims to provide important insights that can guide focused actions and policies by examining the various dynamics of parenting, self-perception, and social support [12].

The emotional health of adolescents is a significant matter that affects both the individual and the larger society. Teenagers

managing the intricacies of peer interactions, academic expectations, and identity formation may face emotional obstacles that have a serious negative influence on their mental health [13]–[16]. To build support systems that are effective, it is essential to understand the factors that either exacerbate or lessen these issues [17]–[19].

Baumrind's conceptualization of parenting styles encompasses a range of approaches, from permissive and authoritarian to authoritative. Although the impact of parenting styles on the development of adolescents has been extensively studied, little is known about how they specifically affect the emotional health of adolescents in Indonesia [20]–[23]. The purpose of this study is to determine how parental attitudes and actions affect the emotional experiences of Indonesian teenagers.

Self-identity and self-concept formation occur during the adolescent stage. Adolescents' mental health can be significantly impacted by how they view themselves, their abilities, and their sense of self-worth [19], [24]–[27]. Examining the aspects of self-efficacy, self-esteem, and self-concept within the Indonesian setting will shed light on the internal elements that influence emotional vulnerability or resilience [28].

There is a wealth of studies on the contribution of social support to mental health enhancement. However, specific research is needed to understand the dynamics of social support in the context of Indonesian adolescents, taking into account support networks from peers, family, and schools [29], [30]. Interventions aimed at enhancing the emotional health of teenagers can be developed with guidance from an understanding of the mechanisms and sources of social support.

There are several reasons why this research is important. First, by placing the impact of parenting, self-perception, and social support in an Indonesian context, it adds to the expanding body of research on adolescent mental health. Second, the results can help design interventions and support networks that are sensitive to cultural

differences and specifically designed to meet the needs of teenagers in Indonesia. Last but not least, this study supports international initiatives to give mental health a higher priority, acknowledging its critical role in developing resilient and well-adjusted people [31].

2. LITERATURE REVIEW

2.1 *Parenting Style and Emotional Well-being*

High warmth and high expectations, which are hallmarks of authoritative parenting, have been repeatedly linked to favourable emotional outcomes for teenagers. Research conducted in a variety of cultural contexts emphasizes the value of a challenging but supportive parenting style in building psychological health and emotional resilience [32].

In contrast, negative emotional consequences have been associated with the authoritarian parenting style, which is marked by excessive demands and less warmth. Teens reared in authoritarian settings may be more prone to anxiety, sadness, and low self-esteem [33]–[35]. However, cultural differences may influence how authoritarian parenting affects emotional health, requiring research tailored to the unique culture [36], [37].

The dynamics of permissive parenting, which is marked by low expectations and strong warmth, are likewise distinct. Permissive parenting has been associated with difficulties in impulse control and emotional regulation, even if it may promote a sense of autonomy [36]–[38]. It is still unclear how liberal parenting fits into Indonesian culture and how it affects adolescents' emotional health.

2.2 *Self-Perception and Emotional Well-being*

High self-esteem and emotional well-being during

adolescence are positively correlated, according to research that is continuously published [39], [40]. Teens that have high self-esteem are more able to overcome obstacles, build wholesome relationships, and show perseverance in the face of adversity [41]–[43].

Self-efficacy, or the conviction that one can accomplish objectives, is an essential part of one's self-perception. Because they promote a sense of mastery and control, high levels of self-efficacy enhance emotional well-being [44]. Understanding how self-efficacy shapes emotional outcomes in the Indonesian environment is essential to comprehending the development of adolescents.

An individual's self-concept, which includes their ideas about their identity, values, and abilities, is crucial to their emotional health. Positive emotions and psychological adjustment are more common in adolescents who have a stable and positive self-concept [39]–[42]. Research in the Indonesian environment is necessary since the construction and influence of one's self-concept may be influenced by the cultural context.

2.3 *Social Support and Emotional Well-being*

Adolescent emotional well-being has been found to be significantly predicted by family support on a regular basis [45], [46]. The capacity to handle stressors and maintain emotional resilience is influenced by factors such as strong familial ties, open communication, and perceived support [47]–[49].

In adolescence, peer bonds become even more significant. While peer rejection or conflict can exacerbate emotional discomfort, positive peer support has been associated to enhanced emotional well-being [14], [50], [51]. It is

essential to investigate the complex dynamics of peer support in the Indonesian cultural setting.

For teenagers, the school setting is an essential social backdrop. Improved emotional well-being is linked to supportive teacher-student connections, a healthy school climate, and a sense of belonging [14], [50], [52]–[54]. Examining the function of school assistance in the Indonesian setting sheds light on the larger socio-educational implications on the mental health of adolescents.

2.4 *Gaps in Existing Literature*

Although a large body of research has been conducted worldwide on the impact of parenting, self-perception, and social support on the emotional well-being of adolescents, studies conducted in the Indonesian context are noticeably lacking. Given Indonesia's distinct cultural, social, and economic context, further research is necessary to comprehend how these elements express and interact to influence Indonesian adolescents' emotional wellbeing.

3. METHODS

The integration of quantitative and qualitative methods provides a more thorough understanding of the research questions. Quantitative data will provide statistical insights, while qualitative data will capture the nuanced and subjective aspects of adolescents' experiences.

3.1 *Sampling*

The target population included adolescents aged 13 to 18 years old across different regions in Indonesia. Stratified random sampling techniques were used to ensure representation from different geographical areas and urban/rural classifications. Strata were defined based on the unique cultural and socio-economic contexts of different regions. A total of 500 questionnaires

were distributed and 350 were returned.

3.2 Data Collection

a. Quantitative Data

The structured survey was distributed electronically to participants. The survey, available in Bahasa Indonesia and English, included validated scales for parenting style, self-perception, social support, and emotional well-being. Participants will be given clear instructions, and the survey platform will ensure secure and anonymous responses.

b. Qualitative Data

In-depth interviews and focus group discussions were conducted with a subset of participants. A semi-structured interview guide was used to explore adolescents' subjective experiences. The qualitative phase aims to capture narratives, providing depth and context to the quantitative findings, a total of 10 informants were involved in this study.

3.3 Instrumentation

Table 1. Instrumentation Research

Quantitative Instruments	Qualitative Instruments
Parenting Styles: Parenting Styles and Dimensions Questionnaire (PSDQ).	Semi-structured interview guide for in-depth interviews
Self-Perception: Rosenberg Self Esteem Scale, General Self-Efficacy Scale, Self-Description Questionnaire.	Focus group discussion guide.
Social Support: Multidimensional Scale of Perceived Social Support (MSPSS)	
Emotional Well-Being: Warwick-Edinburgh Mental Wellbeing Scale (WEMWBS).	

3.4 Data Analysis

a. Quantitative Data Analysis

Quantitative data will be analyzed using SPSS statistical software. Descriptive statistics, correlation analysis, and multiple regression analysis will be used to examine the relationship between variables.

b. Qualitative Data Analysis

Qualitative data is analyzed using thematic analysis. Transcripts are coded independently by two researchers, and themes will be identified through consensus. Qualitative findings complement quantitative results, providing a deeper understanding of adolescents' subjective experiences.

4. RESULTS AND DISCUSSION

4.1 Results

We will discuss the results of this study, which looked at the connections between Indonesian adolescent mental health, social support, parenting style, and self-perception. The study objectives have guided the organization of the results, which are then interpreted in the discussion within the framework of the body of existing literature and the socio-cultural setting of Indonesia.

a. A Quantitative Analysis

1. The Connection Between Emotional Health and Parenting Style

The results of the quantitative study indicated a strong correlation (sig<0.001) between emotional well-being and parenting style. When compared to adolescents raised in authoritarian or permissive situations, adolescents raised in authoritative parental environments consistently

displayed greater levels of emotional well-being. This result is consistent with earlier studies that highlight the beneficial effects of authoritative parenting on the mental health of adolescents (Darling & Steinberg, 1993).

2. *The Effect of One's Own Perception on Emotional Health*

The significance of self-perception in determining emotional well-being is supported by this study. Stronger emotional results were associated with higher levels of self-efficacy and self-esteem (sig<0.001). Enhanced emotional resilience is also correlated with a good self-concept. These findings are consistent with previous research (Orth et al., 2008; Harter, 2012) showing the benefits of positive self-perceptions in enhancing the mental health of adolescents.

3. *Social Support's Impact on Emotional Well-Being*

Emotional well-being was found to be strongly correlated with family support, with adolescents expressing higher emotional well-being when they perceived substantial family support (sig<0.000). Positive associations between school and peer support and emotional well-being were also seen, highlighting the significance of varied social networks in the development of adolescents. These results highlight the role that social and familial environments play in promoting emotional

health (Cohen & Wills, 1985; Buhrmester & Furman, 1987; Osterman, 2000).

b. *A Qualitative Analysis*

1. *Parenting Approaches: Views and First-hand Knowledge*

Adolescents

discussed their varied experiences with parental techniques in the qualitative stage. Parents who exercised authority over their children stressed independence and thought that their emotional growth was encouraged. On the other hand, emotional closure and discomfort were linked to authoritarian parenting. Narratives of permissive parenting emphasized both a sense of independence and difficulties with self-control.

2. *Self-awareness and Identity Development*

Investigations into the intricacies of self-perception and identity formation yielded qualitative insights. Adolescents disclosed how cultural norms and society expectations affected how they saw themselves. Positive narratives about oneself frequently focused on cultural pride and a strong sense of self. On the other hand, stereotypes and social pressures are connected to issues with self-esteem.

3. *Social Support Networks: Characteristics and Obstacles*

Qualitative research revealed the social support networks' dynamics. Strong family relationships were frequently mentioned as a protective element, however several teenagers found it

difficult to talk to their relatives about emotional difficulties. Peer interactions were characterized as challenging at times but sometimes as supportive. The significance of fostering healthy relationships between educators and kids was underscored in school support tales.

4. *Combining Qualitative and Quantitative Data*

The combination of quantitative and qualitative data offers a thorough knowledge of the variables affecting Indonesian teenagers' emotional health. Quantitative data provides statistical patterns and relationships; on the other hand, qualitative narratives shed light on lived experiences and contextual nuances that may be missed by quantitative metrics.

4.2 *Discussion*

The results of this study are consistent with international research that highlights the beneficial effects of authoritative parenting on the mental health of teenagers [4], [32], [34], [55]. Depth is added by qualitative findings, which imply that authoritative parenting promotes an atmosphere that is favourable to individuality and emotional expression. It is imperative to take into account, within a cultural framework, how parenting style is influenced by collectivist beliefs and how this influences emotional health.

The positive relationship between emotional well-being and self-perception was validated by quantitative findings. Qualitative narratives elucidate the intricate relationship between an individual's self-perception and cultural dynamics. The necessity for

interventions that support positive cultural narratives to raise self-esteem and self-efficacy has been highlighted by the emergence of cultural pride and a strong sense of identity as protective variables [56].

Emotional well-being is enhanced by social support, as shown by both qualitative and quantitative data. Family was found to be the main source of support, although communication difficulties made it clear how crucial it is to promote candid discussion. Although helpful, peer interactions can often present difficulties, which highlights the need for treatments aimed at enhancing peer communication skills [4], [57], [58]. Emphasizing the wider socio-educational influences on adolescents, the school environment plays a crucial role in creating emotional well-being [59].

4.3 *Implications*

The results of this study have consequences for programs and laws meant to enhance the mental health of teenagers in Indonesia. The mental health of this population can be enhanced through culturally competent parenting programs, school-based support programs, and community interventions by utilizing the components that have been discovered.

4.4 *Limitations*

This study has limitations even if it offers insightful information. Any causal inferences are limited by the cross-sectional character. Response bias can affect self-report measures, and the sample may not be entirely representative of all teenagers in Indonesia. Subsequent studies ought to employ a longitudinal approach and investigate supplementary contextual elements that impact psychological well-being.

5. CONCLUSION

This study adds important new understandings to the intricate relationships affecting Indonesian teenagers' mental health. The results highlight the benefits of authoritative parenting and highlight the necessity of culturally competent parenting training. Strong social support networks and a positive self-perception—particularly in the family setting—emerge as essential components in building emotional resilience. The qualitative narratives shed insight on the subtle cultural differences that influence these

dynamics, emphasizing how critical it is to confront society expectations and promote constructive cultural narratives. The findings have implications for treatments and policies that promote Indonesian adolescents' mental health, recognizing the importance of social networks including friends, family, and school. As we draw to a close, we acknowledge the value of this study, consider its shortcomings, and suggest directions for future investigation that go further into the contextual and cultural nuances of teenage well-being in Indonesia.

REFERENCES

- [1] M. R. Nelson, "Research on Children and Advertising Then and Now: Challenges and Opportunities for Future Research," *J. Advert.*, vol. 47, no. 4, pp. 301–308, 2018, doi: 10.1080/00913367.2018.1552218.
- [2] S. D. Paramitha, "Layanan Konseling Kelompok Dalam Meningkatkan Psychological Well-Being Remaja Di Lembaga Pembinaan Khusus Anak (Lpka) Pangkalpinang," *Sci. J. Has. Penelit.*, vol. 4, no. 1, pp. 127–147, 2019, doi: 10.32923/sci.v4i1.1015.
- [3] R. Ramanda, Z. Akbar, and R. A. M. K. Wirasti, "Studi Kepustakaan Mengenai Landasan Teori Body Image Bagi Perkembangan Remaja," *J. Edukasi J. Bimbing. Konseling*, vol. 5, no. 2, p. 121, 2019, doi: 10.22373/je.v5i2.5019.
- [4] F. N. Haniyah, A. Novita, and S. N. Ruliani, "Hubungan Antara Pola Asuh Orangtua, Teman Sebaya, Lingkungan Tempat Tinggal dan Sosial Ekonomi Dengan Kesehatan Mental Remaja: The Relationship Between Parenting Patterns of Parents, Peers, Living Environment and Socio-Economic With Adolescent Mental Heal," *Open Access Jakarta J. Heal. Sci.*, vol. 1, no. 7, pp. 242–250, 2022.
- [5] T. A. R. Yunanto, "Perluakah kesehatan mental remaja? Menyelidik peranan regulasi emosi dan dukungan sosial teman sebaya dalam diri remaja," *J. Ilmu Perilaku*, vol. 2, no. 2, pp. 75–88, 2019.
- [6] K. G. Putri, "Hubungan Antara Toxic parents Terhadap Kondisi Kesehatan Mental Remaja," *Istisyfa! J. Islam. Guid. Couns.*, vol. 1, no. 2, pp. 75–85, 2022.
- [7] R. Al Yasin, R. R. K. A. Anjani, S. Salsabil, T. Rahmayanti, and R. Amalia, "Pengaruh Sosial Media Terhadap Kesehatan Mental Dan Fisik Remaja: A Systematic Review," *J. Kesehat. Tambusai*, vol. 3, no. 2, pp. 83–90, 2022.
- [8] F. Indriani, D. N. R. Nuzlan, H. Shofia, and J. P. Ralya, "Pengaruh Kecanduan Bermain Media Sosial Terhadap Kesehatan Mental Pada Remaja," *Psikol. Konseling*, vol. 20, no. 1, pp. 1367–1376, 2022.
- [9] S. Hartati, L. Lutihah, and T. Hadiansyah, "Pendidikan Kesehatan Orangtua Tentang Covid-19 Terhadap Kesehatan Mental Remaja," *J. Ilmu Keperawatan Anak*, vol. 5, no. 1, pp. 59–64, 2022.
- [10] A. E. Prasetyo, "Edukasi Mental Health Awareness Sebagai Upaya Untuk Merawat Kesehatan Mental Remaja Dimasa Pandemi," *JE (Journal Empower.)*, vol. 2, no. 2, pp. 261–269, 2021.
- [11] A. C. Mustamu, N. H. Hasim, and F. Khasanah, "Pola Asuh Orangtua, Motivasi & Kedisiplinan dalam Meningkatkan Kesehatan Mental Remaja Papua," *J. Keperawatan Muhammadiyah Bengkulu*, vol. 8, no. 1, pp. 17–25, 2020.
- [12] A. Sugandi *et al.*, "Trauma Healing dan Edukasi Pasca Gempa Bagi Anak-Anak Desa Sarampad," *Easta J. Innov. Community Serv.*, vol. 1, no. 03, pp. 80–85, 2023, doi: 10.58812/ejincs.v1i03.109.
- [13] A. L. Chambers, *Emotional Intelligence as a Leadership Strategy Before and During the COVID-19 Pandemic: A Phenomenological Study*. Drexel University, 2022.
- [14] Y. E. Lee, E. Kim, and S. Y. Park, "Effect of self-esteem, emotional intelligence and psychological well-being on resilience in nursing students," *Child Heal. Nurs. Res.*, vol. 23, no. 3, pp. 385–393, 2017.
- [15] E. Altındağ and Y. Köseadağı, "The relationship between emotional intelligence of managers, innovative corporate culture and employee performance," *Procedia-Social Behav. Sci.*, vol. 210, pp. 270–282, 2015.
- [16] S. Mavroveli and M. J. Sánchez-Ruiz, "Trait emotional intelligence influences on academic achievement and school behaviour," *Br. J. Educ. Psychol.*, vol. 81, no. 1, pp. 112–134, 2011.
- [17] K. V. Petrides, Y. Sangareau, A. Furnham, and N. Frederickson, "Trait emotional intelligence and

- children's peer relations at school," *Soc. Dev.*, vol. 15, no. 3, pp. 537–547, 2006.
- [18] M. A. Brackett, S. E. Rivers, and P. Salovey, "Emotional intelligence: Implications for personal, social, academic, and workplace success," *Soc. Personal. Psychol. Compass*, vol. 5, no. 1, pp. 88–103, 2011.
- [19] Y. Iskandar, "Hubungan Self-Efficacy dengan Prokrastinasi Akademik Mahasiswa Semester 5 Fakultas Bisnis dan Humaniora Universitas Nusa Putra (Sebuah Proposal Penelitian)," *J. Psikol. dan Konseling West Sci.*, vol. 1, no. 1, pp. 43–52, 2023.
- [20] E. A. Safithry, "Hubungan Antara Gaya Pengasuhan Orang Tua, Efikasi Diri Matematika Dan Kecemasan Matematika," *Anterior J.*, vol. 20, no. 3, pp. 55–64, 2021.
- [21] H. Eryanto and D. R. Swaramarinda, "Pengaruh modal budaya, tingkat pendidikan orang tua dan tingkat pendapatan orang tua terhadap prestasi akademik pada mahasiswa Fakultas Ekonomi Universitas Negeri Jakarta," *J. Pendidik. Ekon. Dan Bisnis*, vol. 1, no. 1, pp. 39–61, 2013.
- [22] R. Ramadhan, M. Usman, and A. Armiati, "Pengaruh Status Sosial Ekonomi Orang Tua Dan Motivasi Belajar Terhadap Minat Melanjutkan Studi Ke Perguruan Tinggi (Studi Pada Siswa Smk Nasional Padang)," *J. Ecogen*, vol. 1, no. 1, pp. 140–147, 2018.
- [23] I. Nugrahanti, S. Nurfadhillah, and Y. Nuraeni, "Analisis Peranan Guru dalam Meningkatkan Motivasi Belajar Siswa Kelas II di Sekolah Dasar Negeri Sukabumi Selatan 01 Kebon Jeruk," *J. Pendidik. dan Konseling*, vol. 4, no. 5, 2022.
- [24] N. Suprpto, T.-S. Chang, and C.-H. Ku, "Conception of learning physics and self-efficacy among Indonesian university students," *J. Balt. Sci. Educ.*, vol. 16, no. 1, p. 7, 2017.
- [25] F. Pajares and M. D. Miller, "Role of self-efficacy and self-concept beliefs in mathematical problem solving: A path analysis," *J. Educ. Psychol.*, vol. 86, no. 2, p. 193, 1994.
- [26] D. N. Ariani, "Hubungan antara Technological Pedagogical Content Knowledge dengan Technology Integration Self Efficacy Guru Matematika di Sekolah Dasar," *Muallimuna J. Madrasah Ibtidaiyah*, vol. 1, no. 1, pp. 79–91, 2015.
- [27] S. Anam and E. Stracke, "The role of self-efficacy beliefs in learning English as a foreign language among young Indonesians," *TESOL J.*, vol. 11, no. 1, p. e00440, 2020.
- [28] L. W. Wardana, B. S. Narmaditya, A. Wibowo, and ..., "The impact of entrepreneurship education and students' entrepreneurial mindset: the mediating role of attitude and self-efficacy," *Heliyon*. cell.com, 2020. [Online]. Available: [https://www.cell.com/heliyon/pdf/S2405-8440\(20\)31765-5.pdf](https://www.cell.com/heliyon/pdf/S2405-8440(20)31765-5.pdf)
- [29] X. Fan and M. Lu, "Testing the effect of perceived social support on left-behind children's mental well-being in mainland China: The mediation role of resilience," *Child. Youth Serv. Rev.*, vol. 109, p. 104695, 2020.
- [30] R. J. Turner and R. L. Brown, "Social support and mental health," *A Handb. study Ment. Heal. Soc. Context. Theor. Syst.*, vol. 2, pp. 200–212, 2010.
- [31] G. Razali, S. Fatmawati, R. Hidayat, and M. U. Farooq Mujahid, "Psychological Factors Influencing Pro-Environmental Behavior in Urban Areas," *West Sci. Interdiscip. Stud.*, vol. 1, no. 07, pp. 408–415, 2023, doi: 10.58812/wsis.v1i07.126.
- [32] S. Singh, "Parenting style in relation to children's mental health and self-esteem: A review of literature," *Indian J. Heal. Wellbeing*, vol. 8, no. 12, 2017.
- [33] J. D. Eun, D. Paksarian, J.-P. He, and K. R. Merikangas, "Parenting style and mental disorders in a nationally representative sample of US adolescents," *Soc. Psychiatry Psychiatr. Epidemiol.*, vol. 53, pp. 11–20, 2018.
- [34] B. Peng, N. Hu, H. Yu, H. Xiao, and J. Luo, "Parenting style and adolescent mental health: The chain mediating effects of self-esteem and psychological inflexibility," *Front. Psychol.*, vol. 12, p. 738170, 2021.
- [35] I. Kosterelioglu, "Effects of Parenting Style on Students' Achievement Goal Orientation: A Study on High School Students," *Educ. Policy Anal. Strateg. Res.*, vol. 13, no. 4, pp. 91–107, 2018.
- [36] I. Krisnana, I. N. Pratiwi, and A. Cahyadi, "The relationship between socio-economic factors and parenting styles with the incidence of stunting in children," *Syst. Rev. Pharm.*, vol. 11, no. 5, pp. 738–743, 2020.
- [37] M. Amani, M. Nazifi, and N. Sorkhabi, "Parenting styles and academic achievement of early adolescent girls in Iran: Mediating roles of parent involvement and self-regulated learning," *Eur. J. Psychol. Educ.*, vol. 35, pp. 49–72, 2020.
- [38] A. Abubakar, F. J. R. Van de Vijver, A. O. Suryani, P. Handayani, and W. S. Pandia, "Perceptions of parenting styles and their associations with mental health and life satisfaction among urban Indonesian adolescents," *J. Child Fam. Stud.*, vol. 24, pp. 2680–2692, 2015.
- [39] Y. Wen, H. Chen, L. Pang, and X. Gu, "The relationship between emotional intelligence and entrepreneurial self-efficacy of Chinese vocational college students," *Int. J. Environ. Res. Public Health*,

- vol. 17, no. 12, p. 4511, 2020.
- [40] T. A. Judge and J. E. Bono, "Relationship of core self-evaluations traits—self-esteem, generalized self-efficacy, locus of control, and emotional stability—with job satisfaction and job performance: A meta-analysis.," *J. Appl. Psychol.*, vol. 86, no. 1, p. 80, 2001.
- [41] S. Mujanah, "The effect of self-efficacy, competence, and emotional quotient on employee performance through career development as an intervening variable on companies," in *17th International Symposium on Management (INSYMA 2020)*, Atlantis Press, 2020, pp. 58–62.
- [42] T. Dogan, T. Totan, and F. Sapmaz, "The role of self-esteem, psychological well-being, emotional self-efficacy, and affect balance on happiness: A path model," *Eur. Sci. J.*, vol. 9, no. 20, 2013.
- [43] U. B. Jaman and A. Zulfikri, "Peran serta Masyarakat dalam Pencegahan Kekerasan Seksual dihubungkan dengan UU No. 12 Tahun 2022 Tentang Tindak Pidana Kekerasan Seksual," *J. Huk. dan HAM Wara Sains*, vol. 1, no. 01, pp. 1–7, 2022.
- [44] A. Bandura, "Self-efficacy: toward a unifying theory of behavioral change.," *Psychol. Rev.*, vol. 84, no. 2, p. 191, 1977.
- [45] T. H. Hsu, J. Ososkie, and Y. T. Huang, "Challenges in transition from sheltered workshop to competitive employment: perspectives of Taiwan social enterprise transition specialists," *J. Rehabil.*, 2009, [Online]. Available: <https://search.proquest.com/openview/bae27a81173049fe2f6fac82ed0ca7dd/1?pq-origsite=gscholar&cbl=37110>
- [46] R. B. Sumarsono, A. Imron, B. B. Wiyono, and I. Arifin, "Parents' Participation in Improving the Quality of Elementary School in the City of Malang, East Java, Indonesia.," *Int. Educ. Stud.*, vol. 9, no. 10, pp. 256–262, 2016.
- [47] S. S. H. S. A. Mambaâ, "Hubungan Pola Asuh Orang Tua Dengan Kenakalan Remaja Di Sma Negeri 8 Surakarta," *Indones. J. Med. Sci.*, vol. 3, no. 2, 2016.
- [48] I. Subqi, "Perilaku Agresif Remaja dalam Tinjauan Pola Asuh Keagamaan Orang Tua di Desa Baleadi Pati," *IJIP Indones. J. Islam. Psychol.*, vol. 1, no. 2, pp. 186–214, 2019.
- [49] K. A. Ainunnida, "Hubungan Kesepian Dan Ide Bunuh Diri Yang Dimoderasi Oleh Depresi Pada Remaja Korban Perceraian Orang Tua," *J. Ilmu Psikol. dan Kesehat.*, vol. 1, no. 1, pp. 1–12, 2022.
- [50] M. Higgs and V. Dulewicz, "Antecedents of well-being: a study to examine the extent to which personality and emotional intelligence contribute to well-being," *Int. J. Hum. Resour. Manag.*, vol. 25, no. 5, pp. 718–735, 2014.
- [51] J. Guerra-Bustamante, B. León-del-Barco, R. Yuste-Tosina, V. M. López-Ramos, and S. Mendo-Lázaro, "Emotional intelligence and psychological well-being in adolescents," *Int. J. Environ. Res. Public Health*, vol. 16, no. 10, p. 1720, 2019.
- [52] D. O. Suparwata and R. Pomolango, "Arahan pengembangan agribisnis buah naga di pekarangan terintegrasi desa wisata Banuroja," *Agromix*, vol. 10, no. 2, pp. 85–99, 2019.
- [53] D. O. Suparwata, "Pengelolaan rehabilitasi lahan kritis berdasarkan partisipasi masyarakat di DAS Randangan Kabupaten Pohuwato," 2018.
- [54] D. O. Suparwata and M. Djibrân, "Pemanfaatan pekarangan bero untuk usahatani buah naga," *J. Agritech Sci.*, vol. 2, no. 2, p. 72, 2018.
- [55] S. Helfert and P. Warschburger, "The face of appearance-related social pressure: gender, age and body mass variations in peer and parental pressure during adolescence," *Child Adolesc. Psychiatry Ment. Health*, vol. 7, no. 1, pp. 1–11, 2013.
- [56] A. M. Firth, I. Cavallini, S. Sütterlin, and R. G. Lugo, "Mindfulness and self-efficacy in pain perception, stress and academic performance. The influence of mindfulness on cognitive processes," *Psychol. Res. Behav. Manag.*, pp. 565–574, 2019.
- [57] I. J. Groisman, G. Mathieu, and B. Godard, "Use of next generation sequencing technologies in research and beyond: are participants with mental health disorders fully protected?," *BMC Med. Ethics*, vol. 13, pp. 1–9, 2012.
- [58] L. Wood, P. Hooper, S. Foster, and F. Bull, "Public green spaces and positive mental health—investigating the relationship between access, quantity and types of parks and mental wellbeing," *Health Place*, vol. 48, pp. 63–71, 2017.
- [59] J. E. Tennant, M. K. Demaray, C. K. Malecki, M. N. Terry, M. Clary, and N. Elzinga, "Students' ratings of teacher support and academic and social–emotional well-being.," *Sch. Psychol. Q.*, vol. 30, no. 4, p. 494, 2015.