

# Relationship between Parents' Overprotective Behavior Perception and Independence of High School Students in Maros

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## Abstract

This study aims to determine the relationship between perceptions of parental overprotective behavior and the independence of high school students in Maros Regency. This research uses quantitative method with accidental sampling technique. The subjects of this study were high school students in Maros Regency with a range of ages 15 to 18 years, totaling 366 people. The measuring instrument used is the independence scale modified from the Sri Mulya scale and the perception scale of parents' overprotective behavior. Analysis of the data used is Spearman rho correlation analysis with the help of SPSS 24 for window program. The results of the data analysis showed a significance value of  $p = 0.000 < 0.05$  with a correlation coefficient of 0.173. The results of this study indicate that there is a positive relationship between perceptions of parental overprotective behavior and the independence of high school students in Maros Regency. The more positive the perception of parental overprotective behavior, the higher the student's independence, conversely the more negative the perception of the parent's overprotective behavior, the lower the student's independence.

*Keywords:* Independent, overprotective, high school student

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## 1. Introduction

Yusuf (2019) stated that the period of youth seeking, forming a stance or outlook on life is in middle adolescence. Santrock (2007) suggests that at this time adolescents are required to be independent and find their identity. Teenagers will be faced with new roles, therefore parents should allow teens to explore these new roles. Ali and Asrori (2010) suggest that adolescents who have an independent attitude are individuals who are brave and able to make decisions based on an understanding of the consequences of their actions.

As a teenager who has studied at the high school level, teenagers should be able to choose for themselves what to do. But in fact, based on initial data collection conducted using a questionnaire by researchers to 138 high school students grades 1-3 in Maros Regency with an age range of 15-18 years, it shows that 72.5% of high school students in Maros accept all decisions given by their parents. , 80% always follow their parents' orders and 40.6% of high school students in Maros do not dare to refuse requests or orders given by their parents even though it is not what they think. As for the reason they are afraid, they are not given the opportunity to think and think, because as a child they should obey all the orders of their parents,

Sa'diyah (2017) suggests that independence can be shown from the individual's ability to take action and overcome the problems faced. However, this was not found in 48.6% of high school students in Maros who could not solve the problems they were facing on their own. Coupled with the factor of parents who always help teenagers in solving the problems they face. Based on the questionnaire distributed by the researchers, there are 48.8% of high school students in Maros who are often assisted by their parents to solve the problems they are facing. Such as problems regarding lessons at school, friendship problems, financial problems, problems in making choices, problems in choosing an education major, until there are some high school students whose problems are solved by their parents.

Faradhilla and Faradina (2015) suggest that the development of independence is influenced by various factors, such as genes and heredity, the education system in schools, and parenting patterns. Lestari (2019) stated that parenting is one of the factors that greatly influences a child's personality and behavior. The parenting pattern adopted by the

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parents is chosen based on the parents' assumption that what is given is the best for the child. Sunarty (2015) argues that many parents in everyday life treat their children like children even though they are teenagers and adults, treat children according to their wishes which must be accepted by children without any resistance, overprotect children excessively, which makes children not independent is called overprotective.

Harlina, Novitasari, Sari, Azizi, and Rianti (2017) argue that overprotectiveness is the behavior of parents in educating children who protect excessively, giving less opportunity for children to take care of their own needs, make plans and make their own decisions and be responsible for the decisions taken. Yusuf (2019) stated that the impact of parental overprotective behavior will cause adolescents to be very dependent, run away from responsibilities, less skilled in managing emotions, lack confidence, easily influenced and refuse responsibility. The impact of overprotective behavior illustrates that the behavior of parents who are overprotective will make teenagers not independent. Teenagers will feel dependent and refuse to take responsibility for themselves.

This impact is in line with research from Fajri (2016) and Muliya (2020) which shows that the overprotective behavior of parents to adolescents has a significant relationship with adolescent independence, where the higher the overprotective behavior of parents, the lower the level of independence of adolescents. Widyastuti (2017) argues that adolescents' dependence on parents continuously will result in adolescents not being confident, hesitant in making decisions, making it increasingly difficult for adolescents to achieve their own identity which is one of their developmental tasks. Santrock (2007) suggests that if parents impose too much identity on adolescents and if adolescents are less successful in achieving new roles and identifying themselves, then adolescents will experience identity confusion. If adolescents experience identity confusion, they fail to carry out one of their developmental tasks. Failure to carry out adolescent developmental tasks will have an impact on further developmental tasks.

Based on the initial data collection conducted using questionnaires by researchers to 138 high school students grades 1-3 in Maros Regency with an age range of 15-18 years, it shows that 69.6% of respondents have parents who always forbid them to do certain activities, such as going out at night, doing activities outside of class, joining organizations, hanging out with friends, playing games, staying up late, playing cellphones too long, and group work at friends' homes. There are 84.1% of adolescents in Maros when they are outside their home they are often contacted by their parents. Parents of high school students in Maros also apply some rules that must be applied by their children. Based on the results of the questionnaire distributed, there are 64.5% of high school students in Maros with parents who have rules that must be applied. The rules to be applied

Based on the results of previous studies and the initial data obtained, it shows that some high school students in Maros Regency are treated overprotectively by their parents, such as forbidding going out at night, traveling with friends, not allowed to join organizations, playing games, staying up late, forbidding children to do activities. outside of lessons, they are always asked when they are outside the house and even solve the problems they face, which shows that parents do not provide opportunities for adolescents to be independent and carry out one of their developmental tasks. When this happens, it will have an impact on student development and affect the development of later adolescents. So therefore,

## **2. Literature review**

### *2.1 Independence*

Steinberg (2014) suggests that independence is the ability of adolescents to think and make their own decisions compared to following what other individuals believe. Steinberg (2014) suggests that there are three aspects of independence, namely emotional autonomy (emotional independence), behavioral autonomy (independence of behavior), and value autonomy (value independence). The emotional autonomy aspect is the ability of adolescents to be emotionally independent from other individuals or parents. The behavioral aspect of autonomy is the ability of individuals to make their own decisions and implement them. Aspects of Value autonomy is an individual's ability to have independent attitudes, values, opinions, and beliefs regarding religion, politics, and morals.

### *2.2 Perception of Parents' Overprotective Behavior*

Walgito (2010) suggests that perception is a process that begins with the sensing process, namely the process of receiving stimuli through the senses. The perception process is the process of interpreting the stimuli received by the senses so that they become something meaningful. Febiola and Izzati (2019) stated that overprotective behavior is the

desire of parents to protect their children from all anger and danger. Excessive protection provided by parents to children can have a negative impact on child development.

Based on the above definition, it can be concluded that the perception of parents' overprotective behavior is an assessment of the behavior of parents who protect their children from all dangers, both physical and psychological. Behavior that does not give children the freedom to do their own activities and make their own decisions. Behaviors that cause children to feel less confident, run away from responsibilities, are easily influenced, are less able to control emotions, are very dependent, and give up easily.

Walgito (2010) suggests that there are three aspects of perception, namely cognition, affection, and conation. Cognition is an aspect related to knowledge, views, ways of thinking, interpretation, and past experiences, as well as everything that is obtained from the results of individual thoughts. Affection is an aspect related to the feelings and emotional conditions of individuals in dealing with objects of perception. Individual assessment of the perceived object due to emotional factors. Conation is an aspect related to the attitude, behavior of individual tendencies in acting on the perceived object. Furthermore, Yusuf (2019) stated that there are four aspects of parental overprotective behavior, namely excessive contact with children, continuous care or assistance to children,

### **3. Research Methods and Materials**

This study uses a quantitative approach research method with the independent variable is the perception of parental overprotective behavior and the dependent variable is student independence. The sample in this study were students in grades 1-3 of senior high school in Maros Regency, aged 15-18 years old and living with their parents. This research uses accidental sampling technique. The number of samples in this study were 366 high school students in Maros Regency. The data collection technique uses a Likert model scale which is a measuring tool for students' independence and perceptions of parents' overprotective behavior.

The student independence scale used in this study is a modified scale from the Sri Muliya scale (2020) based on the development of aspects of independence proposed by Steinberg (2014) and leads to behavioral indicators from the Sri Muliya scale (2020), namely emotional autonomy consisting of from not depending on others, especially parents in terms of emotions. Behavioral autonomy consists of the ability to make decisions freely, be able to accept consequences, make choices in decision making, and self-confidence. Value autonomy consists of being able to determine right and wrong, being able to make important and unimportant choices, and the individual's ability to resist pressure to comply with the demands of others about beliefs. The reliability of the student's independence scale shows the Cronbach's Alpha value of 0,

The perception scale of parents' overprotective behavior used in this study is a scale created by researchers based on the development of the perceptual aspects proposed by Walgito (2010), namely cognition, affection, and conation that lead to aspects of parental overprotective behavior that This is stated by Yusuf (2019), namely, excessive contact with children, continuous care or assistance to children, even though children are able to take care of themselves, supervise children's activities excessively, and solve children's problems. The reliability of the student's independence scale shows Cronbach's Alpha value of 0.810, which means that the scale is suitable for use in this study.

### **4. Results and Discussion**

#### *4.1. Results*

The subjects in this study amounted to 366 students who attend one high school in Maros Regency. The subjects of this study amounted to 366 people consisting of 129 students (35.2%) male and 237 students (64.8%) female which were divided into three grade levels, namely 112 students (30.6%) grade 1, 96 students (26.0%) grade 2, and 159 students (43.4%) grade 3. The subjects were spread across 11 high schools in Maros Regency consisting of IT Tigo Putera High School, Mallawa High School, PGRI Bantimurung High School, Primary High School, SMAN 1 Maros, SMAN 3 Maros, SMAN 5 Maros, SMAN 6 Maros, SMAN 8 Maros, SMAN 10 Maros and SMAN 14 Maros.

**Table 1.** Variable empirical data

Variable	Min	Max	Mean	SD
Student independence	28	56	44	5
Perception of parents' overprotective behavior	30	67	51	7

Based on the results of data processing, the highest score on the student independence scale was 56 and the lowest score was 28, the empirical average was 44 and the standard deviation (SD) 5. The highest score on the parental overprotective behavior perception scale was 67 and the lowest score was 30, the score was 30. empirical mean of 51 and standard deviation (SD) 7.

**Table 2.** Categorization of student independence variable scores

Categorization Limit	Interval	<i>f</i>	Percentage (%)	Categorization
X ( $\mu-1\sigma$ )	X < 39	48	13.1	Low
( $\mu-1\sigma$ ) X ( $\mu+1\sigma$ )	39 X 48	260	71.0	Currently
X ( $\mu+1\sigma$ )	X 48	58	15.8	Tall

Based on the table above, it can be seen that there are 48 students (13.1%) with low independence, 260 students (71.0%) with moderate independence, and 58 students (15.8%) with high independence. Based on the results of this categorization, it can be seen that most high school students in Maros Regency have a moderate level of independence.

**Table 3.** Categorization of parents' overprotective behavior perception score

Categorization Limit	Interval	<i>f</i>	Percentage(%)	Categorization
X ( $\mu-1\sigma$ )	X < 44	54	14.8	Negative
( $\mu-1\sigma$ ) X ( $\mu+1\sigma$ )	44 X 57	263	71.9	Neutral
X ( $\mu+1\sigma$ )	X 57	49	13.4	Positive

The table above shows that there are 54 students (14.8%) with negative perceptions of parental overprotective behavior, 263 students (71.9%) with neutral perceptions of parental overprotective behavior, and 49 students (13.4%) with positive perception of parental overprotective behavior. Based on the results of the categorization, it can be seen that high school students in Maros Regency mostly have a neutral level of perception of overprotective parents' behavior.

Based on the results of hypothesis testing conducted by Spearman rho correlation analysis, the correlation coefficient value (*r*) is 0.173 and the significance value (*p*) is 0.000. The significance value of 0.000 is smaller than 0.05 ( $p < 0.05$ ), which means that there is a relationship between the perception of parental overprotective behavior and student independence. The correlation coefficient value is 0.173, which is positive, which means that there is a significant positive relationship between perceptions of parental overprotective behavior and the independence of high school students in Maros district. These results indicate that the research hypothesis is rejected.

**4.2. Discussion**

Based on the results of the study, it shows that there is a positive relationship between perceptions of parental overprotective behavior and student independence. This can happen due to various possibilities, one of which is a good relationship between parents and teenagers. Andani and Wahyuni (2020) suggest that a good relationship between parents and adolescents is able to encourage adolescents to be independent, so that there is no rejection of the influence of parents by adolescents, but adolescents will seek input from parents in making decisions. A good

relationship between parents and children can be shown by how parents treat their children. The results of Triyono's research (2020) show that the better the parent's attitude towards the child, the higher the child's independence.

The overprotective behavior of parents who always provide supervision, protection, prohibition to do something dangerous makes children accustomed to all the behavior of their parents which can make them understand and understand what they have to do in the future. Pangesti (2021) suggests that overprotective parental behavior can make children able to take any action so that their wishes can be achieved. This shows that parents' overprotective behavior can encourage teenagers to take their own actions without any coercion from parents to realize their wishes.

Based on the results of the study which showed that there was a positive relationship between the perception of parental overprotective behavior and student independence, it means that the higher the student's perception of the parent's overprotective behavior, the higher the student's independence. On the other hand, the lower the student's perception of parental overprotective behavior, the lower the student's independence. This study is in accordance with the results of research from Chusna (2008) which shows that there is a positive influence between parents' overprotective behavior on children's independence. This can also be caused by adolescents who have overprotective parents who have good emotion regulation strategies.

The results of Mardianti's research (2019) show that there is a positive relationship between emotional regulation and student independence, which means that the better the student's emotional regulation, the higher the independence. Good emotional regulation can be demonstrated by positive thinking about the overprotective behavior of parents. The results of research by Amalia, Daud, and Zainuddin (2021) show that teenagers who have overprotective parents think that their parents' behavior has a good purpose in taking care of their children. This shows that teenagers think that the behavior of their parents is for their good which makes teenagers not feel pressured by their parents' behavior, so that teenagers are able to live their lives well without any coercion, are able to decide and do what they want on their own.

Independence is not only influenced by the overprotective behavior of parents, but is also influenced by family support. The results of Ningtyas' research (2022) show that family support has a relationship with adolescent independence. Pangesti (2021) suggests that parents who are able to provide a sense of comfort and do not put too much pressure on adolescents will encourage adolescents to achieve independence. Nisa and Lestari (2021) suggest that children will feel happy if they do everything by themselves which will create feelings of worth for their parents. Putri and Lestari (2021) suggest that children should be given the opportunity to be able to make choices since childhood, but still with parental supervision so that children are able to get used to and become independent.

## 5. Conclusion

Based on the results of research conducted on 366 high school students in Maros Regency, it can be concluded that there is a significant positive relationship between perceptions of parental overprotective behavior and the independence of high school students in Maros Regency. That is, the more positive the perception of parents' overprotective behavior, the higher the level of student independence. Conversely, the more negative the perception of parents' overprotective behavior, the lower the level of student independence.

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