



## **PARENTS'S PATTERNS AND THE CHARACTERISTICS OF YOUTH WITH THE IMPLEMENTATION OF YOUTH DEVELOPMENT TASKS IN MERAK URAK JUNIOR HIGH SCHOOL TUBAN**

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<b><i>ABSTRACT</i></b>	<b><i>Keywords</i></b>
<p>In this period of life, adolescents was required to complete special development tasks as a prerequisite for fulfillment and happiness of their lives. There are still many teenagers who had not been optimal in their development tasks. The aim of the study was to explain the parenting style and characteristics of adolescents with the implementation of the task of adolescent development. The study design used observational analytic with a cross sectional approach. The study population was 8th grade students in MerakUrak Junior High School on Tuban, 2017/2018 academic year totaling 245 students. The total sample was 152 students taken by simple random sampling. Data collection used a questionnaire. Data analysis used linear regression. Simultaneous test results indicate that there were one parenting variable with a significance value of p-value of 0.000 &lt;0.05. It is mean H1 is accepted. There is a significant effect of parenting toward the implementation of adolescent development tasks with an influence coefficient of 1.593 and OR 4.920. While the age and gender variables simultaneously there is no influence on the implementation of the development task. Parents as one family member has a major role in achieving the implementation of the task of developing adolescents, because parents are the closest people to interact and face to face with adolescents so that all problems related to the completion of the task of adolescent development can be overcome by good communication between adolescents and people old.</p>	<p><b><i>Parenting, developmental tasks, adolescents</i></b></p>

## INTRODUCTION

Adolescence is a transitional period between childhood and adulthood, which begins at the time of sexual maturity which is between the ages of 11 or 12 years to 20 years which is before the young adult period (BaumrindD,2010). Adolescence is a very decisive period because at this time children experience many changes in their psychological and physical. Psychiatric changes cause confusion among adolescents. They experience emotional turmoil and mental stress so that they easily deviate from social rules and norms that apply to the community. In this period of life, adolescents are required to complete special development tasks as a prerequisite for fulfillment and happiness of their lives (Béghin et al., 2012). If the task can be successfully completed, it will bring happiness and success in completing the next tasks. While if it fails, it will cause unhappiness in the individual concerned, leading to community rejection and difficulty in completing the tasks of the next development.

Hurlock E.B. (1999) explains that adolescent growth and development is influenced by internal (genetic) and external (environmental) factors. Genetic factors include various inherited factors, gender, ethnicity. While external factors (environment) is a very decisive factor achieved or not the innate potential. In the family, parenting models also play a role in

shaping the personality of adolescents so that it is expected that with the right parenting model it is expected that teens can complete their developmental tasks thoroughly. There are many phenomena of adolescent behavior deviation due to their inability to achieve their developmental tasks (Domanskaet al., 2018).

The data from the Unit of Women and Children Protection (UPPA) of Tuban Regional Police, since 2011 the number of cases in the form of sexual harassment, intercourse and sexual abuse of minors has increased. In 2011, the number of cases reached 28. According to the Head of Criminal Investigation Unit in Tuban District Police until July 2013 there were 22 cases of underage intercourse in the Regency. While the intercourse cases carried out by students in 2013 there were 2 suspected perpetrators, while 25 students were victims. In 2014 there was an increase, 3 student suspects, while 23 student victims.

The results of a preliminary study conducted at Senior High School 3 Tuban in Tuban Regency in February 2017 to 15 children who were screened for maturity at the stage of adolescent social development, 8 people still had difficulty adjusting to peers, 2 people still had difficulty communicating with the surrounding community and 5 people others can adjust to

their peers and the surrounding environment.

From the above phenomena it can be concluded that there are still many adolescents who have not been able to carry out their development tasks, resulting in deviant behavior in the form of juvenile delinquency. The role of parents in this case can be in the form of parenting applied. The attitude of an authoritarian parent will greatly influence the social development of adolescents, he will develop into a coward, lack self-confidence, and feel worthless. The attitude of permissive parents will lead to an attitude of dependency and difficult to adjust to the social environment (Shirasawa *et al.*, 2015).

The purpose of the study was to explain the parenting style and characteristics of adolescents with the implementation of the task of adolescent development in the junior high school of MerakUrakTuban Regency

## RESEARCH METHODS

The study design used was observational analytic, while the approach used was a cross sectional approach. The population of this study was all students in MerakUrak junior high school, Tuban, grade 8 in the 2017/2018 academic year totaling 245 students. The sample size of

this study was 152 students, taken by simple random sampling technique.

The independent variable of this study is the parenting style and characteristics of adolescents, while the dependent variable is the implementation of the task of adolescent development. The research instrument used in this study was to use a questionnaire to measure the implementation of adolescent development tasks and linkert scale questionnaires to measure parenting parents. The questionnaire was developed by researchers based on parenting theory from Buri J (2011). The reliability test is done by analyzing the constants of the instrument with the Cronbach Alpha formula. In the test obtained  $r$  count on the expectation item has 0.770 - 0.829 and on the real item 0.770 - 0.853. Alpha Cronbach's expectations are 0.805 and reality is 0.809. These results are greater than  $r$  table 0.361 so that all items are declared valid.

Bivariate analysis is used to determine the effect of the independent variables and the dependent variable by the logistic regression test. With the criteria of a probabilistic approach if the value of  $p > 0.05$  the result is  $H_0$  is rejected. There is a significant influence on parenting and the characteristics of adolescents with the implementation of developmental tasks.

## ANALYSIS RESULTS

1. Distribution of parenting parents in the MerakUrakJunior High School in Tuban Regency

Table 1. Parenting of adolescent parents in the MerakUrakJunior High SchoolTuban July 2018

Parenting parents	<i>f</i>	%
authoritarian	14	9,2
permisif	34	22,4
authoritative	104	68,4
total	152	100

Based on table 1 shows that most teenage parents in the MerakUrakJunior High SchoolTubanapply authoritative parenting, which is 104 people (68.4%).

2. Distribution of the characteristics of adolescents in the MerakUrakJunior High SchoolTuban

Table 2. Characteristics of adolescents in the MerakUrakJunior HighSchoolTubanJuly 2018

category	characteristics	<i>f</i>	%
age	12 – 13 th	70	46,1
	>13 – 14 th	58	38,2
	> 14 – 15 th	24	15,8
<b>Total</b>		<b>152</b>	<b>100</b>
gender	man	85	55,9
	woman	67	44,1
<b>Total</b>		<b>152</b>	<b>100</b>

Based on table 2 shows that the majority of adolescents in the MerakUrakJunior High

SchoolTuban, ages are 12-13 years old, that is 70 people (46.1%) while the majority of sexes are male85 people (55.9).

3. Distribution of the implementation of the tasks of adolescent development in the MerakUrakJunior High SchoolTuban

Table 3. Implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTubanJuly 2018

Implementatio n of development tasks	optimal		Not optimal		total	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
Accept physical condition	14	95.	7	4.6	15	10
Understand the role of sex	5	4			2	0
Establish good relations with other types of groups	14	97.	4	2.6	15	10
Emotional independence	8	4			2	0
Understanding the responsibilities of family life	15	98.	2	1.3	15	10
	0	7			2	0
	12	78.	3	21.	15	10
	1	9	2	1	2	0
	13	87.	1	12.	15	10
	3	5	9	5	2	0

Based on table 3 shows that the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTubanis mostly fostering good relations with other groups in the optimal category namely 150 people (98.7%).

4. Cross tabulation of parenting parents with the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTuban

Table 4. Cross table of parenting parents with the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTubanJuly 2018

Task	Parenting parents						Total	
	aauthori		permi		authorit			
	taria	sif	ative					
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>optimal</b>	5	4.3	1	4	95	81	1	1
<b>l</b>			7	8.		.2	1	0
			6				7	0
<b>Not</b>	9	25.	1	4	9	25	3	1
<b>optima</b>	7	7	8.		.7	5	0	
<b>l</b>			6				0	
<b>total</b>	14	9.2	3	2	10	68	1	1
			4	2.	4	.4	5	0
			4				2	0

Based on table 4 it is known that the most optimal implementation of adolescent development tasks occurs in adolescents who are fostered with authoritative parenting, as much as 81.2%.

5. Gender cross tabulation with the implementation of the task of developing adolescents in the MerakUrakJunior HighSchoolTuban

Table 5. Old gender cross-table with the implementation of the tasks of adolescent development in the MerakUrakJunior High SchoolTuban July 2018

Developmen tal tasks	Gender				Total	
	Man		Woman			
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>optimal</b>	7	60.	4	39.	11	10
	1	7	6	3	7	0
<b>Not optimal</b>	1	40.	2	60.	35	10
	4	0	1	0		0
<b>total</b>	8	55.	6	44.	15	10
	5	9	7	1	2	0

Based on table 5 it is known that the most optimal implementation of adolescent development tasks occurs in adolescents of male sex, as many as 60.7%

6. Cross-tabulation of age with the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTuban

Table 6. Cross-age table with the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTubanJuly 2018

Develop mental tasks	Teen age						Total	
	12 -13		> 13-		> 14-			
	th	14 th	15 th					
	<i>f</i>	%	<i>f</i>	%	<i>F</i>	%	<i>f</i>	%
<b>optimal</b>	5	43	4	36	2	19	1	1
	1	.6	3	.8	3	.7	1	0
							7	0

<b>Not optimal</b>	1	54	1	42	1	2.	3	1
	9	.3	5	.9		9	5	0
								0
<b>Total</b>	7	46	5	38	2	15	1	1
	0	.1	8	.2	4	.8	5	0
							2	0

Based on table 6 it is known that the implementation of the task of adolescent development that is not the most optimal occurs in adolescents who are younger, that is 12 - 13 years old, as many as 54.3%

Table 7 Analitic data

variable	B	P	OR	lowe	Uppe
		valu		r	r
		e			
Parentin	1.69	0,00	5.46	2.89	10.30
g	8	0	2	4	7
parents					
Teenage	569	0,05	1.76	993	3.142
age		3	7		
Gender	-840	0,03	432	200	934
		3			

Based on table 7 the Logistic Regression test results show that the p-value of the variable parenting significance is  $0.000 < 0.05$ , then H1 is accepted, meaning that there is a significant effect of parenting parents on the implementation of adolescent development tasks. The value of the p-value of the adolescent age variable is  $0.053 > 0.05$ , so H1 is rejected meaning that there is no significant influence on the age of adolescents towards the implementation of the task of adolescent development. The value of the p-value of the variable significance of adolescent sex is  $0.033$

$< 0.05$ , so H1 is accepted, meaning that there is a significant influence on the sex of the adolescent towards the implementation of the task of adolescent development.

Table 8 Analitic data

Variable	B	P	OR	lowe	Uppe
		valu		r	r
		e			
Parentin	1.59	0,00	4.92	2.55	9.472
g	3	0	0	5	
parents					
Teenage	380	0,26	1.46	754	2.837
age		1	3		
Gender	-638	0,15	528	218	1.283
		9			

Based on table 8 simultaneous test results indicate that there is one parenting variable with a significance value of p-value of  $0.000 < 0.05$ , H1 is accepted, meaning that there is a significant effect of parenting towards the implementation of the developmental tasks of adolescents with an influence coefficient of 1.593. The value of p-value of adolescent age variable is  $0.261 > 0.05$ , H1 is rejected, meaning that there is no significant effect of adolescent age on the implementation of adolescent development tasks with an influence coefficient of 380. P-value of variable significance of adolescent sex is  $0.159 > 0.05$  then H1 is rejected, meaning that there is no significant effect of teen sex on the implementation of the task of adolescent development with an influence coefficient of -638. This indicates that simultaneously

only parenting has the most influence on the implementation of the developmental tasks of adolescents with a value of OR 4.920.

## DISCUSSION

1. Analysis of parenting parents with the implementation of the task of developing adolescents in the MerakUrakJunior High School, Tubandistrict

Simultaneous test results indicate that there is one variable, namely parenting with a value of p-value of significance of  $0.000 < 0.05$ , which means that there is an influence of parenting toward the implementation of the task of adolescent development with an effect coefficient of 1.593.

According to (Casmini, 2012) parenting is how parents treat children, educate, guide, and discipline children, in achieving the process of maturity to the efforts to form norms expected by society in general. Authoritative care encourages children to become independent, but still places limits and control over their actions. Extensive verbal communication of giving and receiving is permitted, and parents are warm and nurturant towards children (Ribeiro L.L. 2009). Authoritative parents can hug the child by way of entertaining children and say, "You know that you should not do that, let's talk about how you can handle the situation better next time." Authoritative parents show joy and support

in responding to constructive children's behavior (Buri, J. 2011). They also expect adult behavior, independence, and age according to their children. Children whose parents are authoritative are often happy, controlled, and independent, and achievement oriented, they tend to maintain friendly relationships with peers, in collaboration with adults, and handle stress well. (Santrock 2011).

The results of the study at MerakUrakJunior High SchoolTubanfound 25.7% of adolescents were cared for with an authoritative pattern but the implementation of their development tasks was not optimal. This is because there are other factors that influence the implementation of developmental tasks in addition to parenting, namely the presence of congenital factors and peer environmental factors in school. In the family, parenting models also play a role in shaping the personality of adolescents so that it is expected that with the right parenting model it is expected that teens can complete their developmental tasks thoroughly. Parents as one family member has a major role in achieving the implementation of the task of developing adolescents, because parents are the closest people to interact and face to face with adolescents so that all problems related to the completion of the task of adolescent development can be overcome by good



communication between adolescents and people old.

## 2. Analysis of age with the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTuban

Simultaneous test results obtained p-value significance of adolescent age variable of  $0.261 > 0.05$  means that there is no significant effect of adolescent age on the implementation of the task of adolescent development with an influence coefficient value of 380.

Erickson divides adolescence into three stages, namely early adolescence, middle adolescence, and late adolescence. The criteria for early adolescence for women are 13-15 years and for men, 15-17 years. The criteria for the age of middle adolescence in women are 15-18 years and in men, namely 17-19 years, while the criteria for late adolescence in women are 18-21 years and in men 19-21 years. The most important thing is when individuals enter in the adolescent stage is not determined by age, but rather on the developmental tasks that can be fulfilled by the individual (AstutiNur 2017)

The results of the study found that the majority of younger adolescents achieve the task of not optimal development because the highest number of young people is 12-13 years old. Not all young teens have attainment of non-optimal

development tasks. Completion of optimal development tasks is strongly influenced by environmental factors, such as nurturing parents, peers, and the community that shape the personality of adolescents so that they are able to complete their developmental tasks.

## 3. Gender analysis with the implementation of the task of developing adolescents in the MerakUrakJunior High SchoolTuban

Simultaneous test results obtained p-value variable significance of adolescent sex of  $0.159 > 0.05$ , meaning that there is no significant effect of adolescent sex on the implementation of the task of adolescent development with the influence coefficient value of -638.

Aggio et al. (2016) also suggested the same thing that there were differences in self-adjustment or social between women and men, namely women tend to be easier to make social adjustments than men because women have feelings that are more sensitive than men so that it's easier to live up to other people's feelings and tend to have more social relationships than men. Emotional maturity possessed by adolescents both male and female greatly helps the process of adjustment in the community, because the emotional maturity is characterized by acceptance of oneself, having a sense of humor, being independent, having responsibility, being



able to solve problems objectively and be able to control feelings and behavior (Kalalo R.T., Basoeki L., Purnomo W., 2013). So that this can improve the ability of the teenager to learn to adjust and understand the norms that apply in the community, so that teens can also complete the demands of developmental tasks. The physical and psychological advantages and disadvantages of adolescent boys and girls will influence the process of adjusting to the demands of their developmental tasks. But the achievement of developmental tasks in adolescents is not only influenced by genetic factors but also by environmental factors and past behavioral factors of the teenager. This is in accordance with the opinion of Gullotta Thomas P., Gerald R. Adams ;research assistant, Jessica M. Ramos. (2005) that child development is influenced by genetic, environmental and behavioral factors. Genetic factors include various inherited factors, gender, ethnicity.

Adolescents in MerakUrakJunior High SchoolTubanwho have more male sex achieve optimal development tasks. This is because most teenagers are educated with authoritative parenting which gives freedom to adolescents but is still controlled by parents. Parents develop interactive communication with teens so that teens are more independent. The results of this study can provide data that can lead to improvements in parenting to adolescents

so as to improve the quality of life of adolescents in the future

## CONCLUSION

Simultaneously only one variable parenting variable greatly influences the implementation of the task of adolescent development because parenting has a strong impact on the achievement of the task of adolescent development, when compared to the other two variables, namely age and gender. The limitation of this research is the data taken through a questionnaire so it is less open in exploring parenting parents towards adolescents

## SUGGESTION

To optimize the ability of parents to educate adolescents, parents can take part in the BKR (Youth Family Development) program. Through the program, parents can develop skills in communicating with adolescents and educating with parenting in accordance with the characteristics of adolescents, so that teens can complete their developmental tasks optimally which will make teens easier and more successful in entering adulthood.

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