

THE INFLUENCE OF PARENTS' AUTHORITARY PARENTING STYLES ON STUDENTS' PSYCHOLOGICAL WELL-BEING IN AN ACADEMIC ENVIRONMENT

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ARTICLE INFO	ABSTRACT
Article History: (Filled in by Diterima: 05 juni 2025 Direvisi: 10 Juni 2025 Disetujui: 18 Juni 2025 Tersedia Daring: 25 Juni 2025 Keywords: Parenting Style, Authoritarian, Parents, Welfare, Psychology, Student	<i>This study aims to determine the Influence of Authoritarian Parenting Patterns of Parents on the Psychological Well-being of Students in an Academic Environment at HKBP Nommensen University Medan. Based on the results of research on the influence of authoritarian parenting patterns on psychological well-being in students of HKBP Nommensen University Medan, it can be concluded as follows. Based on the results of descriptive analysis, the average (mean) score of authoritarian parenting patterns was 18.95 with a standard deviation of 5.236, while the average psychological well-being score was 22.34 with a standard deviation of 5.397. These results indicate that respondents have a level of authoritarian parenting patterns and psychological well-being that is in the moderate category. Based on the results of the classical assumption test, the research data meets the requirements for simple linear regression analysis. The results of the normality test show a significance value of 0.200 (> 0.05) so that the data is normally distributed. The results of the linearity test show a Deviation from Linearity value of 0.475 (>0.05) which means the relationship between the authoritarian parenting variable and psychological well-being is linear. Furthermore, the results of the heteroscedasticity test show a significance value of 0.108 (>0.05) so that there are no symptoms of heteroscedasticity in the regression model. The results of the simple linear regression test show that authoritarian parenting has a significant effect on the psychological well-being of students at HKBP Nommensen University Medan, with a significance value of 0.000 (<0.05). The regression coefficient value of 0.449 indicates a positive influence between authoritarian parenting on psychological well-being in research respondents. The R Square value of 0.190 indicates that authoritarian parenting contributes 19% to the variation in students' psychological well-being, while 81% is influenced by other factors not examined in this study.</i>
	ABSTRACT
Kata Kunci; Pola Asuh, Otoriter, Orang Tua, Kesejahteraan, Psikologi,S Mahasiswa	Penelitian ini bertujuan untuk mengetahui Pengaruh Pola Asuh Otoriter Orang Tua Terhadap Kesejahteraan Psikologis Mahasiswa Dalam Lingkungan Akademik Di Universitas Hkbp Nommensen Medan. Berdasarkan hasil penelitian mengenai pengaruh pola asuh otoriter terhadap kesejahteraan psikologis pada mahasiswa Universitas HKBP Nommensen Medan, maka dapat disimpulkan sebagai berikut.Berdasarkan hasil analisis deskriptif, diperoleh rata-rata (mean) skor pola asuh otoriter sebesar 18,95 dengan standar deviasi 5,236, sedangkan rata-rata skor kesejahteraan psikologis sebesar 22,34 dengan standar deviasi 5,397. Hasil tersebut menunjukkan bahwa responden memiliki tingkat pola asuh otoriter dan kesejahteraan psikologis yang berada pada kategori sedang.Berdasarkan hasil uji asumsi klasik, data penelitian memenuhi syarat untuk dilakukan analisis regresi linear sederhana. Hasil uji normalitas menunjukkan nilai signifikansi 0,200 (>0,05) sehingga data berdistribusi normal. Hasil uji linearitas

menunjukkan nilai Deviation from Linearity sebesar 0,475 ($>0,05$) yang berarti hubungan antara variabel pola asuh otoriter dan kesejahteraan psikologis bersifat linear. Selanjutnya, hasil uji heteroskedastisitas menunjukkan nilai signifikansi 0,108 ($>0,05$) sehingga tidak terjadi gejala heteroskedastisitas pada model regresi. Hasil uji regresi linear sederhana menunjukkan bahwa pola asuh otoriter berpengaruh secara signifikan terhadap kesejahteraan psikologis mahasiswa Universitas HKBP Nommensen Medan, dengan nilai signifikansi 0,000 ($<0,05$). Nilai koefisien regresi sebesar 0,449 menunjukkan adanya pengaruh positif antara pola asuh otoriter terhadap kesejahteraan psikologis pada responden penelitian. Nilai R Square sebesar 0,190 menunjukkan bahwa pola asuh otoriter memberikan kontribusi sebesar 19% terhadap variasi kesejahteraan psikologis mahasiswa, sedangkan 81% dipengaruhi oleh faktor-faktor lain yang tidak diteliti dalam penelitian ini.

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1. INTRODUCTION

The family is the primary environment that forms the foundation of an individual's psychological development. From early childhood, patterns of interaction between parents and children serve as a means for internalizing values, establishing emotional regulation, and developing self-concept, which will carry over into adulthood. Papalia, Olds, and Feldman (Ruqayah, 2025) emphasize that early family experiences have a long-term impact on the quality of an individual's social and emotional adjustment. Therefore, the parenting style adopted by parents has a lasting impact not only on a child's behavior during infancy but also on the quality of an individual's psychological well-being as they enter early adulthood, including when they pursue higher education as students.

One of the most influential theories in the study of parenting styles was put forward by Diana Baumrind (Ras et al., 2025). She classified parenting styles into three main types: authoritarian, authoritative (democratic), and permissive, which were later further developed by Maccoby and Martin (Fadhilah et al., 2019) by adding neglectful parenting. Authoritarian parenting is characterized by high control (high demandingness) and low warmth (low responsiveness). Parents set strict rules, demand compliance without negotiation, limit two-way communication, and use punishment as the primary means of controlling behavior.

Within this theoretical framework, authoritarian parenting focuses on obedience and discipline, but lacks emotional support. Baumrind (Hendri, 2019) explains that high levels of control without warmth can hinder a child's development of autonomy and self-confidence. Early research by Baumrind and Black (Putri & Hutasuht, 2022) showed that children raised in an authoritarian manner tend to have higher levels of anxiety, lower self-esteem, and less developed social skills than children raised in an authoritative

manner. These findings suggest that while authoritarian parenting can foster external obedience, it does not always support healthy psychological growth.

The impact of parenting doesn't stop in childhood or adolescence, but can continue into early adulthood. Santrock (2018) states that parenting experiences play a crucial role in developing independence, emotional regulation, and decision-making skills. Individuals who grow up in a family environment with strict control and one-way communication may struggle to take on independent responsibilities in environments that demand autonomy, such as college.

College students are in a stage of early adult development called emerging adulthood. This concept was introduced by Jeffrey Arnett (Octaviani & Oktaviansyah, 2022) who explained that the age range of 18–25 is a period of identity exploration, the search for meaning in life, and the transition to independence. At this stage, individuals are required to determine their academic direction, career path, and interpersonal relationships more independently. The university environment is a crucial context for testing an individual's emotional maturity and adaptability.

In addition to academic demands, students also face complex social and psychological pressures. They are required to manage their time, meet academic goals, establish healthy social relationships, and plan for the future. Erikson (1968), through his intimacy versus isolation stage, explained that early adulthood is a phase in which individuals need to build meaningful interpersonal relationships. The inability to develop autonomy and self-confidence can lead to social isolation and decreased psychological well-being.

Psychological well-being in this study refers to the multidimensional model developed by Carol Ryff (Ruqayah, 2025) Ryff defines psychological well-being as a state in which an individual is able to function optimally, accept themselves, establish positive relationships, be independent, master their environment, have a purpose in life, and experience personal growth. This concept emphasizes that well-being is not simply the absence of mental disorders, but reflects positive psychological functioning.

Ryff (Tafricha, Suprayogi & Suhardiyanto, 2013) identified six main dimensions of psychological well-being, namely: (1) self-acceptance, (2) positive relations with others, (3) autonomy, (4) environmental mastery, (5) purpose in life, and (6) personal growth. In the context of students, these six dimensions are important indicators in assessing an individual's ability to adapt to academic and social demands.

Various studies have shown that low psychological well-being in students is correlated with increased academic stress, anxiety, and decreased motivation to learn. Hurlock (2004) stated that the inability to manage negative emotions in early adulthood can hinder optimal development. This condition is increasingly relevant given the increasing academic pressures in modern higher education.

Global data from the World Health Organization (2021) shows that most mental health disorders emerge before the age of 24. This indicates that early adulthood is a period of psychological vulnerability. In Indonesia, a 2023 survey of student mental health by the Ministry of Education and Culture showed that more than 57% of students experienced symptoms of academic stress, 48% experienced anxiety, and 23% showed

signs of burnout. In addition to academic factors, family pressure is a significant source of stress.

In an Indonesian cultural context that still values obedience and family hierarchy, authoritarian parenting styles are still relatively common (Fadhilah et al., 2019). While control is often viewed as a form of parental responsibility, modern research shows that control without emotional support can negatively impact long-term psychological well-being.

Aunola et al. (Nabila et al., 2023) found that high parental control without emotional support correlated with increased stress in college students. Wahyuni (2019) demonstrated a significant relationship between authoritarian parenting and low self-esteem in adolescents. Pratama and Lestari (Saputri et al., 2019) found that students with authoritarian parenting backgrounds had higher levels of academic anxiety. Sari (2021) also reported that students experiencing authoritarian parenting showed lower scores on the autonomy and self-acceptance dimensions of the psychological well-being scale.

These empirical findings consistently demonstrate that authoritarian parenting is a potential risk factor for young adults' psychological well-being. However, most previous research has focused on school-aged adolescents or employed correlational designs without specifically examining the context of college students in modern academic settings.

With the high pressures of academic life and the increasing prevalence of mental health issues among college students, a deeper understanding of family factors as predictors of psychological well-being is crucial. This study can help identify the specific role of authoritarian parenting styles in influencing students' psychological well-being, allowing interventions to be offered not only clinically but also preventively and educationally (Hendri, 2019).

The urgency of this research is heightened given that most previous studies have focused on younger populations or focused on different variables, thus failing to provide a comprehensive picture of the relationship between authoritarian parenting and student psychological well-being in the stressful modern academic environment. With strong empirical evidence, this research is expected to provide a basis for improving family education policies and campus support in optimizing the psychological development of students in Indonesia.

Researchers conducted an interview with one of the students in Medan city to strengthen the existing phenomenon, a student with the initials DP, a student with a High Authoritarian Parenting Style, said that:

"My parents' parenting style greatly influenced the way I navigated college. I was used to being directed and expected to obey, so when I had to make my own decisions, I often felt hesitant and afraid of making mistakes. I lacked confidence and became easily anxious, especially when faced with academic demands. Although I had goals in life, they often felt like obligations, not personal choices."

The interview results above indicate that the first student was raised in a family environment with a parenting style that strongly emphasized obedience and control. Parents set strict rules and demanded that children follow family decisions without any

room for discussion (Putri & Hutasuht, 2022). This student revealed that from childhood, he was rarely involved in decision-making, including decisions related to education. In the academic context, this condition resulted in low autonomy and self-confidence. Students tended to feel hesitant to make independent academic decisions, such as choosing learning strategies, joining organizations, or expressing opinions in class. The pressure to consistently meet parental expectations also gave rise to academic anxiety, especially when facing exams or high-standard assignments.

Parents set strict rules, demand full compliance, and rarely provide opportunities for discussion in decision-making (Musthofa, 2020). Family communication tends to be one-way and emphasizes demands and achievement over understanding emotional states. This suggests that authoritarian parenting, characterized by high control and minimal emotional support, leads to low autonomy and self-acceptance in students. This condition impacts suboptimal psychological well-being, particularly in dealing with academic pressure and independent decision-making.

In terms of psychological well-being, these students demonstrated difficulties in emotional regulation and self-acceptance. Academic failure was often interpreted as a major personal failure, triggering stress and feelings of self-dissatisfaction. Although students had life goals, these goals were perceived more as external demands than as personal choices. These findings indicate that highly authoritarian parenting styles contribute to low psychological well-being in students in academic settings.

Researchers also conducted follow-up interviews with a student in Medan with the initials HX. The second student, who has a moderate authoritarian parenting style, stated:

"My parents are quite strict, but they still allow for discussion. Sometimes I still feel restricted, but I've also learned to adapt and seek support from the campus environment. And yes, it has impacted my psychological well-being, especially in terms of independence. But overall, I still feel able to manage stress, maintain social relationships, and have a clear sense of purpose in life."

The second student revealed that his parents enforced fairly firm rules and boundaries, but still provided communication and opportunities for discussion in some situations. While his parents remained the primary decision-makers, the student was given limited space to express his opinions and explain his desires. In his academic life, this student demonstrated relatively good adaptability. He was able to manage the demands of his studies, establish positive social relationships, and have clear life goals. Support from peers and the campus environment also helped him cope with academic pressure. However, he still felt the influence of authoritarian parenting on his independence, particularly in making important decisions related to his future.

Psychologically, students' well-being is categorized as moderate to good. Positive relationships with others, life goals, and personal development develop adaptively. Although parental control is still felt, its impact does not significantly reduce psychological well-being due to protective factors such as social support and adequate coping skills. These findings indicate that the level of rigidity in authoritarian parenting influences the level of disruption in students' psychological well-being. Moderate authoritarian parenting does not always have a negative impact on students'

psychological well-being. Limited communication and other supporting factors allow students to continue to develop social relationships, life goals, and personal growth adaptively. This indicates that authoritarian parenting not only impacts academic aspects but also influences the quality of social relationships and the meaning of students' life goals. Based on the results of interviews, it can be seen that students raised with authoritarian parenting tend to experience difficulties in adjusting when entering the academic environment. This condition is found in both students with high levels of authoritarian parenting and students with moderate levels of authoritarian parenting, who both show relatively low levels of self-adaptation (Susanti, 2019).

From the interview excerpts, it can be concluded that they have difficulty making independent decisions, tend to neglect their own needs to meet expectations, experience social anxiety, and have less effective coping skills. This condition has a direct impact on academic achievement, social relationships, and long-term mental health. Therefore, it is crucial to examine the extent to which parental authoritarian parenting styles affect students' psychological well-being, particularly in academic environments that demand independence and emotional stability. The interview results confirmed that the level of authoritarian parenting rigidity determines the quality of students' psychological well-being. The higher the control and the lower the emotional support, the greater the risk of decreased autonomy, self-acceptance, and psychological stability (Estikasari & Pudjiati, 2021). These findings strengthen the theoretical and empirical basis of the study. This confirms that parental authoritarian parenting styles have a significant impact on students' psychological well-being in the academic context, particularly on aspects of autonomy, emotional management, social relationships, and the meaning of life goals. This impact becomes even more pronounced when students face academic demands that require independence and emotional stability.

The results of initial interviews conducted by researchers with students in Medan City showed that students with high levels of parental control often experienced doubts in decision-making, academic anxiety, and difficulty accepting failure.

Conversely, students who experienced moderate control but still had space to communicate showed better adaptation. This indicates that intensity of control and low emotional warmth play a role in determining the quality of psychological well-being.

Conceptually, the relationship between authoritarian parenting and psychological well-being can be explained through the mechanisms of autonomy and emotional regulation. Authoritarian parenting limits children's opportunities to learn to make decisions and manage their emotions independently. When individuals enter an academic environment that demands independence, these limitations can trigger stress and internal conflict (Riyanti, 2024).

The gap between ideal and actual conditions is becoming increasingly apparent. Ideally, students are expected to have stable psychological well-being to support academic and social success. However, in reality, some students still bear the effects of authoritarian parenting styles, which hinder the development of their autonomy and emotional regulation.

The urgency of this research lies in the need to empirically understand how authoritarian parenting styles affect the psychological well-being of students in the academic context at HKBP Nommensen University, Medan. This research is expected to provide theoretical contributions to the development of developmental psychology and family psychology studies, as well as practical contributions to educational institutions in designing preventive interventions and student mentoring programs (Rachmawati et al., 2019).

Authoritarian parenting styles implemented by parents play a role in influencing students' psychological well-being during their academic life. High levels of control accompanied by minimal emotional support can increase the risk of declining aspects of psychological well-being, such as autonomy, self-acceptance, and emotional stability. Conversely, students who experience more moderate levels of authoritarian parenting tend to be able to maintain their psychological well-being through support from their surroundings and the implementation of effective adaptation strategies. This research is important because psychological well-being is one of the factors contributing to students' success in undergoing the learning process and completing their education at university. Furthermore, studies on the influence of authoritarian parenting styles on students' psychological well-being in the context of higher education in Indonesia are still relatively limited (Syaifulina, 2022). Most previous studies have examined this relationship primarily in adolescents or high school students, therefore, this study is expected to expand the literature on psychological well-being in college students. Research is still needed that specifically analyzes how authoritarian parenting styles experienced since childhood continue to influence students as they enter the academic world and early adulthood.

The results of this study are expected to provide a deeper understanding of the relationship between authoritarian parenting styles and students' psychological well-being, thus providing a basis for academics, educational counselors, and parents to formulate more adaptive coaching approaches. This research can also enrich theoretical studies in developmental psychology, family psychology, and educational psychology, and serve as a reference for further research.

To explain the research problem more deeply, researchers needed to explore factors theoretically and empirically related to students' psychological well-being. Authoritarian parenting was then selected as the primary factor suspected of having a significant influence on this variable. This factor selection was based on previous evidence showing that authoritarian parenting styles have the potential to reduce aspects of psychological well-being such as self-acceptance, positive relationships with others, autonomy, and environmental mastery.

The family plays a crucial role in shaping adolescent behavior and psychological well-being at every stage of development. To develop a positive self-identity, adolescents require a family environment that provides a sense of security, emotional support, and consistent parental affection. Based on this important role, a study was conducted to analyze adolescents' psychological well-being, their perceptions of their parenting styles,

and the relationship between these two variables (SYALIS & Nurwati, 2020). The results showed that parental parenting styles influence adolescents' psychological well-being.

Among various parenting styles, authoritative parenting, which emphasizes warmth, consistency, and appropriate guidance, is considered the most effective in supporting healthy psychological development (Limalvin & Wulan, 2020). Adolescents who perceive this parenting style tend to maintain positive social relationships and have clear life goals. Conversely, adolescents who perceive their parents as authoritarian exhibit lower levels of autonomy, while those raised in permissive parenting styles tend to experience limitations in personal growth.

By considering the theoretical background, empirical findings, and actual phenomena in the field, research on the influence of parental authoritarian parenting styles on the psychological well-being of students in an academic environment is relevant, actual, and has...

2. RESEARCH METHODS

In research This use type approach quantitative. Quantitative method is something form approach further research emphasize How analyze quantitative data or the numbers that then united through procedure measurement as well as processed with use method statistical analysis(Hidayat, 2019). According to Sugiyono (2013) approach quantitative is approach scientific purpose For show connection between two variables, testing theory, and search generalization yng have mark predictive approach This also known as approach quantitative Because the research data in the form of numbers and analysis using statistics.

According to Sugiyono (PSta & Sudibia, 2016) variable study defined as something attributes that have variations obtained from subject, object, or activities studied and researched For can made become something conclusion. Variables study is all something determined by researchers For studied Because own characteristics certain, so that can obtained required information as base in withdrawal conclusion

Subject in study This is students of HKBP Nommensen University Medan. Election student as respondents based on considerations that they is in phase development mature beginning, namely period marked transition with the formation process identity self, improvement independence psychological, as well as high sensitivity to demands environment social and academic. At stage development this, individual Still bring influence pattern accepted foster care since adolescence, including pattern foster care authoritarian, which has the potential influence condition welfare psychological they in face pressure academic and social in college tall (Rizky, 2022).

As for the characteristics subject study covering student active HKBP Nommensen University Medan aged 18–25 years. Range age the chosen Because represent group mature the beginning which is psychological prone to to dynamics emotions, evaluation self, as well as adjustment self in the environment academic, fostered with Parenting Patterns Authoritarian. Characteristics This assessed relevant For study to what extent the pattern foster care authoritarian parents contribute to level welfare psychological student.

According to Sugiyono (Nurhasanah et al., 2020) population refers to the whole subject or object research that has characteristics and qualities certain that have been determined by researchers For studied in a way systematic and further made into base in withdrawal conclusion. Population in study No solely understood as amount individual, but rather covers overall characteristics inherent in the subject or the object that becomes focus study. Based on understanding said, the population in study This is students of HKBP Nommensen University Medan who are in the range 18–25 years old. Group This chosen Because be at the stage development mature beginning, where the individual Still influenced by patterns accepted foster care previously, including pattern foster care authoritarian, which has the potential impact on welfare psychological student in undergo life academic. Population the considered relevant and appropriate with objective research, which focuses on the influence pattern foster care authoritarian parents to welfare psychological student.

The sample is part from population selected research based on characteristics certain so that capable represent condition population in a way overall (Riduwan, 2015). In the research this technique taking samples used is purposive sampling, namely method determination samples based on considerations and criteria special that has been set in accordance with objective research. Sugiyono (2019) explains that purposive sampling is used when researchers need subjects who have characteristics specific so that the data obtained relevant with variables studied.\

Implementation purposive sampling technique in study This based on considerations that No all over HKBP Nommensen University Medan students have appropriate experience and characteristics with focus study about pattern foster care authoritarian and welfare psychological. Therefore that, the election sample done in a way selective so that respondents are involved truly capable give description empirical about influence pattern foster care authoritarian parents to condition welfare psychological student.

3. RESULTS AND DISCUSSION

This research held at HKBP Nommensen University Medan, one of the college tall A private university located in Medan City, North Sumatra Province. HKBP Nommensen University was founded on October 7, 1954, by the Batak Protestant Christian Community (HKBP) as a form contribution in development education high in Indonesia. Since founded, this university Keep going experience development until be one of college high level that organizes various educational programs, starting from from diploma, bachelor, professional, master, and so on doctor.

HKBP Nommensen University Medan has various faculties that oversee academic programs, including the Faculty of Economics and Business, Faculty of Law, Faculty Knowledge Social and Science Politics, Faculty of Languages and Arts, Faculty Agriculture, Faculty Teaching and Education, Faculty Psychology, Faculty of Animal Husbandry, Faculty of Engineering, and Faculty Medicine. Diversity faculty the allows obtained respondents from various background behind academic so that the research data expected capable describe condition student in a way more comprehensive.

Selection of HKBP Nommensen University Medan as location study based on considerations that student is in phase development mature the beginning that is still influenced by experience parenting in family. At this time Students are also faced with various demands related academic, social, and emotional with welfare psychological. Therefore that, research about influence pattern foster care authoritarian to welfare psychological become relevant For conducted on the population students at the university (Desiningrum, 2015).

Data collection was carried out with spread questionnaire study to students who meet the requirements criteria inclusion. All respondents participate in a way voluntary after get explanation about objective research. Next, the collected data processed using the IBM SPSS Statistics program version 26 via stages of validity testing, reliability testing, assumption testing classical, and analysis simple linear regression.

Characteristics Respondents

Respondent characteristics provide a general overview of the identities of the respondents who were the subjects of this study. The presentation of respondent characteristics aims to provide information on the distribution of respondents by gender, age, faculty, and semester. The number of respondents in this study was 360 students at HKBP Nommensen University, Medan.

Table 1. Distribution Respondents By Gender

Gender	Frequency	Percentage (%)
Man	133	36.9
Woman	227	63.1
Total	360	100.0

Based on the table it is known that that Of the 360 respondents, 133 people (36.9%) were of the same sex. sex male and 227 people (63.1%) were of the same sex sex women. The results show that part big respondents in study This is student women. Dominance respondents Woman give description that study get more participation big from student Woman compared to student man.

Description Research Variables

Univariate analysis was conducted to provide an overview of the data characteristics for each research variable. Descriptive statistics used included the number of respondents (N), minimum value, maximum value, average value (mean), and standard deviation. The results of the univariate analysis of the Authoritarian Parenting Pattern and Psychological Well-being variables are presented in table 2 below.

Table 2. Statistics Descriptive Research Variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
Parenting Authoritarian	360	7	27	18.95	5,236
Welfare Psychological	360	11	35	22.34	5,397
Valid N (listwise)	360				

Based on results analysis descriptive can known that second variables study own sufficient data distribution good. Standard value deviation in each variable more small compared to the average value, namely $5.236 < 18.95$ for Parenting Pattern Variable Authoritarian and $5,397 < 22,34$ for variables Welfare Psychological. This condition indicates that the data distribution is not very spread out and most respondents' scores are around the average value.

In general, the descriptive analysis results indicate that students at HKBP Nommensen University, Medan, have varying levels of authoritarian parenting styles and psychological well-being. This variation serves as the basis for further analysis of the relationship and influence between the two variables in this study.

Research Instrument Test Results

Before the research instruments were used to collect data, their quality was tested. This testing aimed to determine whether the instruments met validity and reliability criteria and were therefore suitable for use as measurement tools in research. Instrument testing in this study included validity testing using Pearson Product Moment correlation and reliability testing using Cronbach's Alpha coefficient. All testing was conducted using IBM SPSS Statistics version 26.

Validity testing was conducted to determine the extent to which each statement item was able to measure the variables studied. Validity testing was conducted by analyzing the correlation between the score of each item and the total score of the variable using *the Pearson Product Moment correlation technique*. A statement item is declared valid if it has a calculated *r value* greater than the *r table* (calculated $r > r \text{ table}$) and a significance value of less than 0.05. In this study, the number of respondents was 360 people so that the *r table* value at a significance level of 5% was 0.103. Based on the test table it is known that that all items in the Parenting Pattern variable Authoritarian own higher calculated *r value* big than the *r table* (0.103). In addition, all items have mark significance not enough from 0.05. With Thus, all grains statement on the Parenting Pattern variable Authoritarian declared valid and capable measure the construct in question.

Classical Assumption Test Results

Before testing hypothesis done use analysis simple linear regression, especially formerly assumption testing was carried out classic. This test aim For ensure that the regression model fulfil assumptions required statistics so that results analysis can

interpreted in a way accurate and can trusted. In research this, test the assumption classic used includes normality test, linearity test, and heteroscedasticity test.

Normality test

Normality test done For know whether the residual data in the regression model normally distributed. Testing done using the One-Sample Kolmogorov-Smirnov Test against the resulting residual value from the regression model. According to Ghozali (2021), the data is said normally distributed if mark significance more big from 0.05.

Table 3. Normality Test Results

Information	Mark
Number of Samples	360
Test Statistics	0.024
Asymp. Sig. (2-tailed)	0.200

Based on the table, the Asymp. Sig. (2-tailed) value is 0.200. This value is greater than the 0.05 significance level, so it can be concluded that the residual data is normally distributed. Thus, the regression model has met the assumption of normality, so the simple linear regression analysis can be continued.

These results indicate that the residual distribution does not deviate from a normal distribution. Therefore, the obtained regression parameter estimates can be considered unbiased and fulfill one of the requirements in linear regression analysis.

Linearity Test

Linearity test done For know whether there is a linear relationship between variables pattern foster care authoritarian and welfare psychological testing This use method *Test for Linearity* through the IBM SPSS Statistics program version 26. The relationship between second variables is stated as linear if mark significance of *Deviation from Linearity* more big from 0.05. Based on linearity test results obtained mark significance on the Linearity component is 0.000, which indicates existence linear relationship between Parenting Pattern Variable Authoritarianism and Welfare Psychological. In addition, the value significance on Deviation from Linearity of 0.475, more big from 0.05.

The results show that No there is deviation connection from linear form. With Thus, the relationship between Parenting Pattern Variable Authoritarian with Welfare Psychological fulfil assumptions linearity so that worthy analyzed use simple linear regression.

Heteroscedasticity Test

Heteroscedasticity test done For know whether happen inequality residual variance in the regression model. Testing done using the Glejser Test, namely with regress mark absolute residual against variables independent.

According to Ghozali (2021), regression model stated free from symptom heteroscedasticity if mark significance of each variable more big of 0.05. Based on the results of the heteroscedasticity test, the significance value of the Authoritarian Parenting Pattern variable was 0.108. This value is greater than the significance level of 0.05, so it can be concluded that the regression model does not experience symptoms of heteroscedasticity.

With no evidence of heteroscedasticity, the residual variance can be said to be relatively constant across all independent variable values. This indicates that the regression model meets the homoscedasticity assumption, making the results of the regression analysis reliable.

Hypothesis Testing

Testing hypothesis in study This aim For analyze influence pattern foster care authoritarian as variables independent to welfare psychological as variables dependent. The analysis was conducted using a simple linear regression method with the help of the IBM SPSS Statistics program version 26.

Analysis Multiple Linear Regression

Testing hypothesis in study This done use analysis simple linear regression For know influence Parenting Pattern Variable Authoritarian (X) towards Welfare Psychological (Y). The results of the simple linear regression analysis are presented in the following table.

Table 4. Analysis Results Simple Linear Regression

Coefficients ^a					
Model		Unstandardized Coefficients		Standardized Coefficients	
		B	Std. Error	Beta	
1	(Constant)	13,826	.964		14,343
	Parenting Authoritarian	.449	.049	.436	9,162

a. Dependent Variable: Welfare Psychological

Based on the results of the simple linear regression analysis, the following regression equation was obtained.

$$Y = 13.826 + 0.449X$$

The regression equation above shows that the constant value of 13.826 means that if the Authoritarian Parenting Pattern variable is zero, then the Psychological Well-being value is predicted to be 13.826.

The regression coefficient of 0.449 indicates that every one unit increase in the Authoritarian Parenting Pattern score will be followed by an increase in the Psychological Well-being score of 0.449, assuming other variables are held constant.

The positive regression coefficient indicates that based on research data, there is a positive relationship between Authoritarian Parenting Patterns and Psychological Well-being.

T-Test (Partial)

partial test (t-test) aims For know whether Parenting Pattern Variable Authoritarian individually influential to Welfare Psychological.

Table 5. T-Test Results

Variables	B	Std. Error	Beta	t	Sig.
Constant	13,826	0.964	-	14,343	0,000
Parenting Authoritarian	0.449	0.049	0.436	9,162	0,000

Based on the table, the calculated t value is 9.162, while the t table value is 1.967. Thus, it can be seen that $9.162 > 1.967$

In addition, a significance value (Sig.) of 0.000 was obtained, which means it is smaller than the significance level of 0.05 ($0.000 < 0.05$). Based on the two bases for decision making, namely t count is greater than t table and the significance value is smaller than 0.05, then H_0 is rejected and H_1 is accepted.

This indicates that the Authoritarian Parenting Pattern variable significantly influences the Psychological Well-being of students at HKBP Nommensen University, Medan. The magnitude of this influence is indicated by the regression coefficient (B) value of 0.449 with a standardized beta coefficient of 0.436. The positive regression coefficient value indicates that based on the research data, an increase in the Authoritarian Parenting Pattern score is followed by an increase in the Psychological Well-being score. In other words, the relationship obtained in this study is positive and statistically significant.

Based on the analysis results in Table 4.14, the *R Square value was obtained* at 0.190. This value indicates that the authoritarian parenting variable contributed 19.0% in explaining variations in student psychological well-being, while the remaining 81.0% was influenced by other factors not examined in this study.

Meanwhile, 81.0% of the variation in psychological well-being is explained by factors outside the research model that were not examined in this study. These factors may include personality characteristics, social support, resilience, family economic conditions, friendships, life experiences, and various other psychological factors that could potentially influence students' psychological well-being.

The correlation coefficient (R) value of 0.436 indicates that the relationship between Authoritarian Parenting Patterns and Psychological Well-being is in the moderate category based on the correlation coefficient interpretation guidelines.

Discussion

This research aim For know whether there is influence pattern foster care authoritarian to welfare psychological problems in students at HKBP Nommensen University, Medan. Based on results analysis simple linear regression obtained mark

significance of 0.000, so that mark the more small from 0.05. With Thus, the hypothesis study accepted, which means there is significant influence between pattern foster care authoritarian to welfare psychological student.

In addition, the results analysis show mark coefficient regression of 0.449 with The R Square value is 0.190. This means that the pattern foster care authoritarian give contribution by 19% against welfare psychological students, while the rest 81 % is influenced by other factors that are not investigated in study this. These factors can in the form of support social, relationships with Friend peers, conditions family, experience live, and characteristics each student's personal (Laowo et al., 2025).

Research result This show that pattern foster care authoritarian own influence to welfare psychological students. Interestingly, the direction the relationship obtained in study This nature positive, so that different with part big results study previously stated that pattern foster care authoritarian tend lower welfare psychological somebody.

Research conducted by Octavianus and Heng (2025) shows that pattern foster care authoritarian influential negative to welfare psychological teenager end. In the research the explained that teenagers who grew up with high parental control, communication tends to be One direction, and lack of chance For convey opinion will more easy experience difficulty in develop welfare psychologically. In other words, the more tall pattern foster care accepted authoritarianism, then welfare psychological teenager tend the more low.

Almost the same result The same thing was also found by Zaeni, Wahyuni, and Sari (Rahmawati & Hidayat, 2023) who stated that that pattern foster care authoritarian give influence negative to welfare psychological adolescents in Sorong Regency. The research explain that high parental demands as well as lack of freedom in take decision make teenager feel stressed so that impact on conditions psychological they.

In addition, research by Dari, Hendar, and Ariyati (2025) also shows that pattern foster care authoritarian influence welfare psychological student school medium above. According to study said, the pattern overly caring demanding and lacking give chance to child For put forward opinion can hinder development emotional as well as ability child in finish problem.

If compared to with third study said, the results study This show difference direction relationship. Difference the possibility influenced by characteristics respondents. Previous research part big carried out on adolescents, whereas study This conducted on students who are at the stage mature early. At the age of said, individual generally Already own ability think more ripe so that experience pattern foster care received since small can interpreted in a way different. Some students Possible consider attitude firm and disciplined from parents as form attention as well as effort prepare they face a better life independent.

Apart from the differences age respondents, background behind family and culture can also influence method student look at pattern foster parents. In many families in Indonesia, especially those who are still uphold tall mark discipline and respect to parents, attitude firm often considered as form love darling. Because of that That does

not all student look at pattern foster care authoritarian as a complete experience negative (Rimbun, 2021).

Although Thus, the R Square value of 19% indicates that pattern foster care authoritarian No the only one influencing factors welfare psychological students (Pratama et al., 2025). This means, still there is other factors that have influence more big to welfare psychological, such as support social from family and friends, abilities manage emotions, beliefs self, environment lectures, achievements academic, as well as condition economy family. These factors were not analyzed in this study so they can be recommendations for further research (Panjaitan, 2021).

Based on the overall research results, it can be concluded that authoritarian parenting has a significant influence on the psychological well-being of students at HKBP Nommensen University, Medan (Aji et al., 2022). Although the results of this study indicate a different direction of the relationship than several previous studies, the findings still illustrate that the influence of parenting styles can vary from individual to individual. These differences are influenced by various factors, such as age, life experiences, environment, and how individuals interpret the parenting styles they received as children (Ma'rufah & El Syam, 2025).

4. CONCLUSION

Based on results study about influence pattern foster care authoritarian to welfare psychological problems in students at HKBP Nommensen University, Medan, then can concluded as following.

- a. Based on the results of the descriptive analysis, the average (mean) score for authoritarian parenting was 18.95 with a standard deviation of 5.236, while the average score for psychological well-being was 22.34 with a standard deviation of 5.397. These results indicate that respondents have a moderate level of authoritarian parenting and psychological well-being.
- b. Based on the results of the classical assumption test, the research data met the requirements for simple linear regression analysis. The normality test results showed a significance value of 0.200 (>0.05), indicating that the data were normally distributed. The linearity test results showed a *Deviation from Linearity* value of 0.475 (>0.05), indicating a linear relationship between authoritarian parenting and psychological well-being. Furthermore, the heteroscedasticity test results showed a significance value of 0.108 (>0.05), indicating that there were no symptoms of heteroscedasticity in the regression model.
- c. The results of a simple linear regression test indicate that authoritarian parenting significantly influences the psychological well-being of students at HKBP Nommensen University, Medan, with a significance value of 0.000 (<0.05). The regression coefficient value of 0.449 indicates a positive influence between authoritarian parenting and the psychological well-being of the study respondents.
- d. The R Square value of 0.190 indicates that authoritarian parenting patterns contribute 19% to the variation in students' psychological well-being, while 81% is influenced by other factors not examined in this study.

Suggestion

Based on results research that has been done, then researchers give some suggestions as following.

- a. For Students. Students expected capable build welfare good psychology through development ability manage emotions, increasing trust self, expanding connection positive social, as well as utilise support from family, friends, and environment campus. Experience pattern foster care received since small can made into as material reflection For form more personal independent and capable face various challenge in life.
- b. For Parents. Parents are expected to implement a balanced parenting style between providing rules and emotional support for their children. Discipline is still necessary, but it should be accompanied by open communication, respect for children's opinions, and opportunities for children to learn to make independent decisions, which can support the development of their psychological well-being.
- c. For Universities. Universities are expected can enhance programs that support student mental health, such as service counseling, psychology seminars, training development self, as well as activities that can be done increase welfare psychological students. The program expected can help student in face pressure academic and problem personal.
- d. For Researchers Next. This research only study influence pattern foster care authoritarian to welfare psychological. Therefore that, researcher furthermore recommended For add other suspected variables influence welfare psychological, such as support social, resilience, self-esteem, regulation emotions, intelligence emotional, as well as personality. In addition, research can conducted on respondents with more characteristics diverse so that the results study can generalized in a way more wide.

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