

Analysis of Parenting Practices on the Formation of Positive Character in Adolescent Children

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ABSTRACT

Teenagers have a crucial role as the next generation and valuable assets for the progress of a nation. The aim of this research is to analyze parents' parenting practices towards the formation of positive character in adolescents. The approach taken in this research is a qualitative. The population in this study were class IX junior high school students at Alam Bintaro School. The research results show that there is a link between parental parenting practices and the positive character of adolescents. Almost all teenagers have positive character achievements in the high category with positive parenting practices in the medium category. This means that if parents improve their parenting practices to a high category, the adolescent's character has the opportunity to achieve even higher grades. Adolescent characters with the lowest scores also have parenting practices carried out by their parents with the lowest scores.

Keywords: Parenting, Character, Teenager, Adolescent Development

ABSTRAK

Remaja memiliki peranan krusial sebagai generasi penerus dan aset berharga bagi kemajuan suatu bangsa. Tujuan penelitian ini adalah menganalisis praktik pengasuhan orang tua terhadap pembentukan karakter positif pada remaja. Pendekatan yang dilakukan dalam penelitian ini adalah pendekatan kualitatif. Populasi dalam penelitian ini adalah pelajar kelas IX SMP di Sekolah Alam Bintaro. Hasil penelitian menunjukkan adanya keterkaitan antara praktik pengasuhan orang tua dengan karakter positif remaja. Hampir seluruh remaja memiliki capaian karakter positif kategori tinggi dengan praktik pengasuhan positif yang terkategori sedang. Artinya apabila orang tua meningkatkan praktik pengasuhan menjadi kategori tinggi, karakter remaja memiliki peluang untuk mendapatkan capaian dengan nilai yang lebih tinggi lagi. Karakter remaja dengan skor paling rendah memiliki praktik pengasuhan yang dilakukan orang tua dengan skor paling rendah pula.

Kata kunci: Pengasuhan, Karakter, Remaja, Perkembangan Remaja

1. INTRODUCTION

Teenagers have a crucial role as the next generation and valuable assets for the progress of a nation. As potential productive age residents, teenagers need thorough preparation to become quality human resources and be able to act as main actors in development. According to WHO data (2022), the number

of teenagers is around 1.2 billion or 18 percent of the total population in the world. Meanwhile, BPS data (2022) states that Indonesia's population aged 10 to 24 years has reached 66.74 million people, which is equivalent to 24.2 percent of the total national population of 275.77 million in 2022. The large potential of the quantitative number of teenagers, cannot be separated from the challenges and dynamics that influence the quality of teenagers in Indonesia. According to BPS (2022), there are 8.92 percent of young people (aged 16-18 years) who smoke. Meanwhile, the Ministry of Health (2022) stated that one in seven teenagers in Indonesia is obese. This situation can open up opportunities for the emergence of various non-communicable diseases, such as diabetes, kidney problems and heart disease. The results of the Indonesian National Adolescent Mental Health Survey (I-NAMHS, 2022), which measures mental health in Indonesian adolescents aged 10-17 years, show that one in three adolescents experience mental health problems, while one in twenty adolescents experience mental disorders. in the last 12 month period. According to KPPPA data (2023), in the period 1 January-27 September 2023 victims of violence were dominated by the 13-17 year age group, with the number reaching 7,451 victims or around 38% of the total victims of violence in this period. Other important issues regarding teenagers are unplanned pregnancies during adolescence (due to free sex), alcohol and drug addiction, fighting (brawls), criminal acts (murder, theft, sexual violence), addiction to gadgets and games.

Data on the complexity of adolescent problems shows the increasing challenges in the adolescent period as one of the critical periods in children's development. Parenting as a system of values and practices implemented by parents, has a central role in guiding teenagers through this phase. Parenting is not only about meeting basic physical and emotional needs, but also about providing moral and ethical direction that forms the basis of a child's character. When teenagers face pressure from peers, social interactions, and exploration of self-identity, parenting becomes the main pillar in forming a strong character foundation. According to Lickona (1991) character values, with the principles of goodness and nobility, can be applied in everyday life, becoming a sustainable habit. This concept includes knowledge, attitudes, motivation, behavior and skills which are interrelated and need to be trained continuously to support positive character development. Megawangi (2003) further highlighted the importance of an environment that has strong character in shaping children's character. Positive character in children can grow optimally if the surrounding environment also has good character. Megawangi emphasized that the nature of every child who is born pure can develop well in a positive environment and with character. According to Megawangi, character education starts from the family as the main foundation for building a noble national personality. Family parenting practices are key in shaping a child's character during their growth and development.

Various studies show that positive parenting practices contribute greatly to the formation of positive character in adolescent children. Mubarak's (2016) research results show that positive parenting programs are effective in improving three aspects of adolescent skills, namely attentive listening, emotional awareness of self and children, and self-regulation. Likewise, research by Rizkillah, Hastuti, and Defina (2023) shows that parenting style has a significant positive effect on the quality of life of teenagers. This means that the better the emotional coaching parenting style given to teenagers, the better the quality of life the teenagers will have. In line with research by Pasaribu, Hastuti, and Alfiasari (2013), parents who have a warm but firm parenting style will use various socialization methods to instill character values in their teenage children, which produces good character qualities in children.

Meanwhile research by Pangabea, Hastuti, and Herawati (2022) shows that the higher the parenting style of rejection and moral separation of teenagers, the higher the cyberbullying behavior of teenagers. Then it was found that there was a relationship between parenting practices, character, and subjective well-being in the research of Fauzi, Alfiasari, and Riany (2022). This means that the better the parenting style that adolescents receive, the better their character and subjective well-being. Apart from that, good character also makes subjective well-being better. A study of 1,380 adolescents in China showed a significant positive relationship between adolescents' character strengths and parental emotions, parental attachment, and peer attachment (Liu and Wang, 2021). Research by Jach et al. (2018) found that positive parenting styles have an effect on higher adolescent well-being. Meanwhile, research by Sugiarti et al. (2022) shows that the formation of positive character in adolescents is not only influenced by family but is also influenced by positive support from their social environment.

The importance of good parenting practices for adolescents is highly manifested in various studies which show a significant impact on the formation of positive character, subjective well-being, interpersonal skills, responses to emotions, readiness to face life's challenges, and quality of life for adolescents. Strong character foundations are built through supportive parenting practices, teenagers are not only able to overcome various pressures and challenges, but can also grow as individuals with positive character with optimal well-being. Therefore, this study aims to analyze parental parenting practices towards the formation of positive character in adolescents.

2. METHOD

The approach taken in this research is a qualitative design (Creswell, 2008). The technique used in sampling is a purposive sampling technique, where sampling as a data source has special criteria and is taken with certain considerations (Sugiyono, 2007). The population in this study were class IX junior high school students at Alam Bintaro School. The choice of location was based on the researchers' consideration that the school is concerned with character formation programs since it was founded in 2015. Apart from that, the school has been accredited A from the National School/Madrasah Accreditation Board. Furthermore, based on sample criteria, respondents were selected based on student data and information from teachers at schools who had advantages in cognitive, affective and psychomotor aspects. The population of this study was 10 people. Based on previously determined criteria, namely class XII junior high school students with an age range of 14-19 years.

The data collected is primary data, namely data taken directly during research. Primary data includes adolescent characteristics (age and gender), family characteristics (father's or mother's age, father's or mother's education, father's and mother's type of work, family size, intact or divorced family status), parents' parenting practices, and character. teenager. QThe data collection technique used in this research uses in-depth interview techniques with adolescents using the IPB University and BKKBN Research Team questionnaire (2018) with the research title "The Role of Parenting and the Effectiveness of the Youth Information and Counseling Center (PIK-R) Program in Overcoming Negative Adolescent Behavior in Digital Era" which consists of six dimensions, namely: cognitive training, social training, emotional training, warmth, positive discipline and health nutrition. Researchers added a spiritual dimension to strengthen the research but were not quantitatively thorough. Furthermore, the "Youth Character" questionnaire adopted the "Pancasila Student Profile" instrument from the Ministry of

Education and Culture (2022) by conducting in-depth interviews with teachers for measurement objectivity. There are five dimensions of adolescent character, namely: faith, devotion to God Almighty, and noble character; global diversity; mutual cooperation; independence; critical reasoning; and creative. The data obtained was processed through the processes of editing, coding, scoring, entering, cleaning data, and data analysis using Microsoft Excel.

3. RESULTS

3.1. Adolescent and Family Characteristics

This research involved 10 teenagers, namely male teenagers (40%) and female teenagers (60%). The research results also show that almost all (80%) teenagers are aged 13 years. Teenage age ranges from 13-15 years. The order of birth of teenagers in this study, namely the first child to the third child in the family. The research results show that most of the parents' ages are in the middle adult category with the average ages of fathers and mothers being 45.10 and 43.30 years. The results of the study show that six out of ten teenagers are second children. In addition, more than half (60%) of respondents have pocket money between IDR 15,000.00 to IDR 30,000.00. The minimum pocket money that teenagers have is IDR 15,000.00 and the maximum is IDR 30,000.00. Seven out of ten fathers (70%) had a bachelor's degree, two had a master's degree (20%), and one had a doctoral degree (10%). Mother's education shows that eight out of ten (80%) have completed a bachelor's degree, and two have completed a master's degree (20%). This shows that father and mother's education is quite good. Apart from that, half of the father's work (50%) is ASN, and half (50%) of the mother is a housewife.

3.2. Parenting Practices

The research results show that more than half of teenagers (80%) have a medium level of parenting practices with an average of 72 (Table 1). Social training and health nutrition training have the highest average scores among other variables. Meanwhile, positive discipline is the dimension with the lowest index achievement. In terms of cognitive training, parents' parenting practices show that almost all teenagers (80%) are in the medium category. Meanwhile, the emotional parenting variable shows that parents' parenting practices are almost evenly distributed in the low (30%), medium (40%), and high (30%) categories. Apart from that, more than half of teenagers (60%) are in the medium category in terms of warmth. One additional variable, namely spiritual cultivation, was not studied quantitatively.

Table 1. Distribution of respondents based on index value and average value of parenting practices

Parenting Practice Variables	Category						Mean±SD
	Low (<60)		Medium (60-79.9)		High (≥80)		
	n	%	n	%	n	%	
Cognitive sharpening	0	0	8	80	2	20	72±7.56
Social hone	0	0	1	10	9	90	82±9.00
Sharpen your emotions	3	30	4	40	3	30	66±21.77
Love the warmth	1	10	6	60	3	30	68±12.70
Practice positive discipline	4	40	5	50	1	10	61±9.82
Foster healthy nutrition	0	0	1	10	9	90	82±11.00
Total Parenting Practices Score	1	10	8	80	1	10	72±6.49

Note: n=number of respondents, %=percentage; SD=standard deviation

3.2.1. Cognitive Sharpening

The results of research related to cognitive parenting practices show variations in the level of parental involvement in supporting adolescent development. In detail, as many as 75% of teenagers indicated that their parents often invited them to discuss their dreams. Shared activities in the regular schedule were also found at a level of 60 percent, including visits to libraries, historical museums and other activities. It can be seen that a number of teenagers experience restrictions in access to electronic media, with 60 percent stating that parents do not let teenagers watch television all day, and 65 percent are not allowed to play with cellphones/gadgets all day. Apart from that, 70 percent of teenagers said that parents always ask whether teenagers are experiencing difficulties in learning. In terms of assisting them with school assignments, less than half of teenagers (48%) indicated that their parents often provide assistance. More than half of teenagers (80%) feel that they are allowed to take part in non-academic activities according to their interests and talents, while almost all teenagers (95%) feel that their parents provide support and facilities to support their interests and talents. Furthermore, almost all teenagers (95%) feel that their parents support every activity that teenagers do, as long as the activity is positive.

3.2.2. Social Sharpening

The social parenting aspect in this research includes several indicators of parental parenting practices. As many as 80 percent of teenagers reported that parents did not forbid teenagers from hanging out with anyone. Furthermore, 85 percent of teenagers said that their parents knew or knew all of their teenagers' close friends. In addition, parental care practices also include family social activities. Almost all teenagers (93%) stated that parents always invite teenagers to visit or attend family or sibling events. However, 75 percent of teenagers report that their parents often make time to travel with the family. In the context of expanding social networks, more than half of teenagers (78%) indicated that parents always introduce teenagers to their parents' relatives or friends.

3.2.3. Hone Emotions

In the emotional nurturing dimension, the research results show various aspects of parental parenting practices related to responses to teenagers' feelings and emotions. More than half of teenagers (60%) report that parents can tell when teenagers are feeling disappointed, annoyed, or angry. Furthermore, almost all teenagers (80%) stated that parents try to listen to teenagers when they experience these feelings. When teenagers feel disappointed, annoyed, or angry, 63 percent of teenagers indicated that parents can understand teenagers' feelings. Apart from that, 68 percent of teenagers stated that parents actively ask teenagers how they feel when they are feeling sad. In the context of calm, as many as 60% of teenagers report that parents can calm teenagers when they feel sad.

3.2.4. Love Warmth

The results of the research in the warmth dimension illustrate that parents' parenting practices vary but overall show good efforts to foster positive emotional relationships with adolescents. More than half of teenagers (70%) feel physical warmth through frequent hugs from their parents, creating a comfortable and emotionally supportive relationship. However, only 48 percent of teens noted kissing

habits, indicating variations in expressions of affection. Furthermore, 70 percent of teenagers report that parents often express pride in their teenagers. Meanwhile, 78 percent of teenagers stated that parents have the habit of forgiving when teenagers make mistakes. It is also important to highlight that more than half of teenagers (73%) feel that parents never compare teenagers with other people. This creates an environment that supports positive development and fosters a sense of uniqueness and value in adolescents. With an average of 73, these results illustrate that parents' parenting practices in the aspect of warmth are categorized as moderate.

3.2.5. Sharpen Positive Discipline

Parenting practices in the dimension of positive disciplinary care, through several indicators that reflect a disciplinary approach directed at forming positive behavior and responsibility. As many as 58 percent of teenagers stated that at home, the family has rules that are made by mutual agreement, indicating the participation of family members in forming shared norms. Furthermore, 93 percent of teenagers reported that parents always teach teenagers not to postpone work, reflecting efforts to form positive and responsible work habits. Apart from that, almost all teenagers (95%) reported that their parents always reminded them to carry out their work and obligations on time, such as performing religious services on time, with the highest achievement. In providing consequences for breaking rules, as many as 60 percent of teenagers stated that parents gave consequences, indicating a response to behavior that was not in accordance with established rules. Meanwhile, more negative approaches such as shouting (45%), giving physical punishment such as pulling or pinching (33%), and blaming without listening to an explanation first (48%) appear to be reported less frequently.

3.2.6. Foster Health Nutrition

Parental care practices in the health nutrition dimension are reflected through various habits that focus on maintaining health and good nutrition for adolescents. More than half of teenagers (75%) reported that parents often invite teenagers to do physical activities together, including running, exercising together, and cooking together. This reflects parents' efforts to establish an active and healthy lifestyle for the family. Furthermore, almost all teenagers (80%) stated that parents always ensure that teenagers eat properly and regularly, even by making lunch. This attention to eating patterns shows parents' concern for nutritional aspects in teenagers' daily lives. Furthermore, 75 percent of teenagers reported that parents often provide a complete food menu every day, including rice, side dishes as a source of vegetable and animal protein, as well as vegetables and fruit. This practice creates a balanced nutritional foundation to support optimal growth and development. In dealing with health conditions, almost all teenagers (85) percent of teenagers stated that their parents responded quickly if they saw a family member fall ill. This rapid response reflects concern for the health of family members. Finally, 95 percent of teens report that parents make time to accompany the teen or another family member to the doctor, demonstrating a commitment to ensuring access to necessary health services. With an average index score of 95, these results provide an overview of parental care practices which are very high in supporting adolescent health nutrition and well-being, creating an environment that supports healthy living habits.

3.3. Teenage Characters

Research findings show that more than half of teenagers (60%) have positive characteristics in the high category with an average of 80 (Table 2). More than half of teenagers (80%) have the character

of faith, devotion to God Almighty, and noble character with a high category and an average score of 88. Another teenage character with a high category is the character of global development which is achieved by more than half of teenagers (80%) (%). Of the six characters, the creative character variable has the lowest index achievement in the medium category. Apart from that, more than half of teenagers (70%) have the character of mutual cooperation. Meanwhile, half of teenagers (50%) have the critical reasoning character in the medium category.

Table 2. Distribution of respondents based on index value and average value of adolescent character

K variables Teenage characters	Category						Mean±SD
	Low (<60)		Medium (60-79.9)		High (≥80)		
	n	%	n	%	n	%	
Have faith, be devoted to God Almighty, and have noble character	0	0	2	20	8	80	88±10.21
Global diversity	1	10	1	10	8	80	87±13.15
Mutual cooperation	1	10	2	20	7	70	85±12.91
Independence	2	20	3	30	5	50	79±14.49
Critical reasoning	1	10	5	50	4	40	78±6.07
Creative	3	30	4	40	3	30	70±15.81
Total Youth Character Score	1	10	3	30	6	60	80±8.33

Note: n=number of respondents, %=percentage; SD=standard deviation

3.3.1. The character of faith, devotion to God Almighty, and noble character

The results of research in the aspects of faith, devotion to God Almighty, and having noble morals, show that teenagers have a high commitment to religious and moral aspects. In terms of religious morals, almost all teenagers (83%) show strong participation in worshipping on time, awareness in worshipping without being asked, carrying out sunnah worship, and remembering Allah in every utterance, such as masha Allah and subhanallah. Furthermore, in the aspect of personal morals, 85 percent of teenagers realize the importance of looking after and caring for themselves at the same time as looking after and caring for other people and the surrounding environment. This reflects awareness of personal moral and ethical values which are an integral part of social welfare. In the context of morals towards nature, the results show that around 93% of teenagers realize the importance of caring for the surrounding environment to prevent damage or abuse that could affect the balance of nature.

3.3.2. Globally diverse characters

In the global diversity dimension, the research results show that teenagers show a high level of understanding and involvement in cultural diversity and intercultural interactions. With an average score of 87, it can be concluded that teenagers have a strong awareness of the importance of understanding and appreciating various cultures at the global level. Almost all teenagers (90%) show the ability to recognize and appreciate cultural diversity. This reflects the high level of tolerance and appreciation for cultural differences that are part of global reality. Furthermore, intercultural communication skills are also emphasized, with around 85 percent of teenagers demonstrating the ability to communicate with

others cross-culturally. This reflects social and communication skills that can support cooperation and understanding between individuals from different cultural backgrounds. In terms of reflection and responsibility for the experience of diversity, around 85 percent of teenagers show the ability to reflect and be responsible for living in harmony, avoiding racial attitudes, and the like. This awareness creates the basis for creating an inclusive and respectful society amidst global diversity.

3.3.3. The character of mutual cooperation

In the aspect of mutual cooperation, the research results show that teenagers show a high level of involvement in collaborative, caring and sharing practices in a community context with an average score of 85. More than half of teenagers (83%) show the ability to work together with other people, accompanied by feelings of joy when working together, and showing a positive attitude towards others. Furthermore, almost all teenagers (89%) demonstrated the ability to pay attention and act proactively to conditions or circumstances in the physical and social environment. As many as 83 percent of teenagers show the practice of giving and receiving everything that is important for their personal and shared lives.

3.3.4. Character of Independence

The results of research on the character of independence show that teenagers have good awareness of themselves and the situations they face, as well as the ability to self-regulate with an average score of 79. More than half (83%) show the ability to recognize their own strengths and weaknesses, be aware of development needs himself, as well as identifying areas that need improvement. This awareness creates the foundation for purposeful personal growth and thoughtful management of the self-development journey. Furthermore, 75 percent of teenagers demonstrate the ability to regulate thoughts, feelings, and behavior. Teenagers are also considered good at managing emotions and can build good relationships with peers. These abilities create the foundation for successful social interactions and the ability to overcome challenges in a healthy way.

3.3.5. Critical Reasoning Character

The results of research on the character of critical reasoning show that teenagers show good abilities in obtaining, processing information and ideas, analyzing and evaluating reasoning with an average score of 78. In terms of obtaining and processing information and ideas, 81 percent of teenagers show curiosity high level, the ability to ask relevant questions, as well as the skills to identify, clarify and process the information obtained. This reflects the high level of involvement of teenagers in the process of receiving and processing information. Furthermore, in analyzing and evaluating reasoning, almost all teenagers (83%) demonstrated the ability to make decisions using reasoning in accordance with the rules of science and logic. Teenagers are able to analyze and evaluate the ideas and information obtained, creating a basis for quality decision making. More than half of teenagers (80%) show the ability to reflect on their own thinking (metacognition) and think about how the thought process goes so that teenagers can arrive at the right conclusion. Self-awareness of this thought process creates the foundation for continued intellectual development. However, in the decision-making dimension, around 70 percent of teenagers show a lower ability to make the right decisions based on relevant information.

3.3.6. Creative Character

The results of research in the dimension of creative character show that teenagers' ability to produce original ideas and works with an average score of 70. Teenagers are able to create new ideas

that come from the simplest things, such as expressions of thoughts and feelings, to ideas. which is more complex. Teenagers can also apply these new ideas according to the context, provide solutions to problems, and come up with various alternative solutions. More than half of teenagers (75%) show creative abilities in formulating ideas that come from simple things. Teenagers are able to take these ideas to a higher level of complexity. This ability creates a foundation for the exploration of new ideas and creative thinking. Furthermore, in producing original works and actions, around 65 percent of teenagers show the ability to create works that are driven by personal interests, preferences for something, and responses to the emotions that teenagers feel. Teenagers also consider the impact of the work they produce on the surrounding environment. This reflects emotional involvement and ethical thinking in the creative process of adolescents.

4. DISCUSSION

The research results show that there is a link between parental parenting practices and the positive character of adolescents. Almost all teenagers have positive character achievements in the high category with positive parenting practices in the medium category. This means that if parents improve their parenting practices to a high category, the adolescent's character has the opportunity to achieve even higher grades. In line with research by Utami, Hernawati, Alfiasari (2016) proves that balanced parental care is significantly related to the better quality of adolescent character. Furthermore, the authoritative parenting style of fathers and mothers has implications for the better quality of adolescent character. Likewise with the research of Sugiarti et al. (2022) Other findings show that the characteristics of adolescents with the lowest scores also have parenting practices carried out by their parents with the lowest scores.

The practice of spiritual nurturing in adolescent families is implemented by guiding adolescents in terms of religious values and worship. Some parents are actively involved in providing advice and guidance regarding worship, making open communication the main approach. Parents take concrete actions such as reprimanding and chatting with teenagers to guide them in understanding aspects of religion, including things like makruh, haram and sunnah. Research by Rismaya and Kurniati (2022) shows that parents who communicate reciprocally with their children are related to the child's habits of carrying out good actions. One of the practices carried out is inviting teenagers to pray together. Some teenagers believe that congregational prayer is an important moment in the family, where parents play an active role in inviting and involving teenagers in worship activities. Apart from that, fasting activities have also become a routine habit, such as congregational prayers and breaking the fast together during the month of Ramadan. This creates strong family bonds in carrying out religious obligations. Some families prioritize discussion and teaching through stories, while other teenage families emphasize group worship activities such as prayer and reading the Koran. However, the main value underlying this practice is a commitment to guiding and involving youth in spiritual development.

Cognitive parenting practices in increasing both academic and non-academic knowledge of teenagers, parents of teenagers show a variety of approaches that reflect parental care and concern for adolescent development. Most parents show a tendency to use tutoring as a means of improving their teenagers' academic abilities. Some parents consider tutoring to be an effective place to gain a deeper understanding of subject matter, and parents invest in this effort in the hope that teenagers will achieve

better in school. Apart from that, parents involve teenagers in group learning activities and often take teenagers to museums or educational tourist attractions as a way to broaden their non-academic horizons. On the other hand, some parents of teenagers prefer an independent approach in honing their teenagers' knowledge. Some parents give teenagers the freedom to study on their own, explore subject matter, and find answers to questions that arise. According to teenagers, parents believe that this method can help teenagers develop independence and responsibility for learning. Furthermore, some parents combine the tutoring approach with an independent learning approach, encouraging teenagers to participate in family discussion sessions involving learning-related questions. Apart from that, there are teenagers who are taught by their parents through stories and personal interactions. Adolescents explained that parents realize that learning does not always have to be formal, parents try to convey complex concepts in a more relaxed and enjoyable way. On the other hand, there were also respondents who described their learning experiences in the home environment with parental guidance. This approach emphasizes parents' responsibility in providing education without involving external guidance. These parents are committed to providing personalized learning, tailored to the teenager's needs and interests. On the other hand, research by Tang, Deng, Wong (2017) shows that harsh parenting patterns are positively related to adolescent depression with poor cognitive outcomes.

Social parenting practices applied by parents of teenagers are very supportive in developing the social aspects of teenagers. Parenting practices are reflected in the involvement of parents in developing teenagers' social skills, starting from a deep understanding of relationships to real efforts in developing interpersonal relationships, parental policies not to forbid teenagers from associating with anyone. This openness creates a conducive atmosphere for teenagers to develop their social skills without feeling restricted but still controlled. Apart from that, this practice is also manifested in parents' efforts to get to know and invite teenagers to visit or attend family and sibling events, building a strong foundation for social relationships in the immediate environment. In the context of establishing social relations outside the family environment, this social parenting practice is manifested in parents' efforts to always make time to travel with the family. This action not only creates moments of togetherness, but also provides opportunities for teenagers to learn and adapt in a wider social context. Research by Sugiarti et al. (2022) confirmed that positive social support from the social environment makes teenagers have a cheerful character. Meanwhile, other research findings from Winata, Darmawan, Tondok (2020) prove that positive parenting, especially father involvement in responsive parenting, is related to teenagers' ability to establish quality friendships with their peers. The importance of the warmth aspect in social parenting is also reflected in the practice of parents who often accompany teenagers when they are doing schoolwork. This involvement is not only a form of academic support, but also strengthens the relationship between parents and teenagers. Apart from that, in non-academic activities, this parenting practice is reflected in parents' permission for teenagers to take part in activities according to their interests and talents. Furthermore, most parents provide the things needed to support children's interests and talents, creating an environment that stimulates social growth, as well as providing positive encouragement for children's personal development.

Emotional parenting practices applied by parents in dealing with emotions of anger, annoyance, or disappointment in teenagers involve several approaches that reflect attention and responsibility for the child's emotional well-being. One of the beginnings of visible practice is when parents actively calm,

provide constructive reprimands, and at the same time provide space for reflection by quieting the situation. This approach creates an environment conducive to emotional understanding and gives teens the time needed to absorb and understand their feelings. Apart from that, the response of some parents who invited teenagers to discuss showed an open attitude towards dialogue. By providing opportunities to express feelings verbally, this practice helps adolescents articulate their emotions more clearly and build a shared understanding of the source of the discomfort or disappointment they are experiencing. Through this discussion, parents can provide views, suggestions, or solutions that can help overcome and absorb the emotions that arise. However, there were variations in parental responses, such as when teenagers expressed that they rarely felt disappointed or annoyed, and in some cases, teenagers immediately isolated themselves in their rooms. This response reflects a parenting pattern that provides personal space and alone time for teenagers to absorb their emotions without direct interference from parents. Overall emotional nurturing practices that include calming, discussing, and providing personal space show parents' adaptability in understanding teenagers' emotional needs and providing support that is appropriate to the child's character and preferences. As proven by research by Abidin, F.A., Yudiana, W., Fadilah (2022), basic psychological needs and emotional well-being in adolescents can be met through a supportive parenting style (warmth, support).

The warmth foster care practices applied by parents to adolescents reflect variations in levels of warmth and emotional support. Various studies show that father's education influences children's parenting patterns (Priatini, Latifah, and Guhardja, 2008). In line with the findings of this research, the father's education is categorized as high and his parenting practices are also categorized as high. Some early parenting practices appear to involve active efforts to ask about and understand the adolescent's feelings. For example, some parents engage in the habit of asking their children how they feel after traveling, creating a positive dialogue space for sharing and building emotional connections. However, there are also responses that reflect different levels of warmth, such as when parents are involved in their own affairs or busy, which may influence the level of emotional support felt by adolescents. Although some feel warmth to this day, others describe a more detached experience and often feel alone. Regarding the level of warmth and emotional support, a teenager stated that he was mediocre because he had enough support from his parents. These statements reflect the diversity in adolescents' perceptions and emotional needs, where some may be satisfied with the existing level of support, while others may desire more interaction and attention from parents. Meanwhile, research by Giunta et al. (2022) highlighted that the relationship between parents and adolescents with low warmth is positively related to aggressiveness problems in adolescents. Effective warmth foster care practices will create the right balance according to the individual adolescent's need to feel adequate emotional support.

Disciplinary parenting practices implemented by parents for adolescents show various approaches that reflect the role of parents in shaping children's disciplinary behavior patterns. The research results show that parents are involved in reprimanding children when rule violations or slowness occur, emphasizing the importance of discipline as an integral part of character development. The existence of household rules that are explained and implemented within the family provides a clear basis for disciplinary parenting practices. Apart from reprimanding, parents are also involved in giving reminders, especially regarding the obligation not to be late. Parents show awareness of the importance of time and responsibility in establishing positive discipline. Some teenagers feel that this discipline is a necessity to

become independent, indicating that parents play a role in instilling disciplinary values as a preparation for independence. Disciplinary interactions are not only authoritarian, but also involve learning by example. Some teenagers report that they are involved in discipline education, by taking an example from their parents. Some teenagers think that the practice of disciplinary parenting in the family has gone well, and that there is unity between parents in terms of educating their children. In line with research by Zhu, Daniel, Lu Yu (2022), warm and supportive parenting with strict rules, discipline builds a nurturing environment that is positively related to teenagers' understanding of the importance of values and norms and the internalization of moral codes.

The nutritional and health care practices implemented by some parents focus on two important aspects, namely adequate nutrition and good health care. Parents play an active role in ensuring that teenagers get adequate and balanced nutrition by providing nutritious and healthy food. In addition, parents consistently remind children to take care of their health, emphasizing the importance of this aspect in everyday life. This parenting practice involves various interactions, such as giving warnings that health is expensive or reprimanding teenagers if they are careless about eating. Parents recognize the important role of healthy foods, and they are involved in providing healthy food choices to ensure adequate nutritional intake. Apart from that, this practice is also related to providing good health care, such as reminding teenagers to eat, asking if teenagers are sick, and giving healthy drinks such as watermelon juice mixed with beetroot. Parental attention to nutrition and health creates an environment that supports children's physical development and well-being. In addition to providing nutritious food, parents also pay special attention to teenagers' health needs, ensuring that teenagers not only get adequate nutrition but also good health care. These parenting practices reflect parents' awareness of the importance of diet and health care as investments in their children's well-being. In line with research by Dimitratos, Swartz, Laugero (2022) which shows that parental care practices influence teenagers' eating behavior. Such as setting inconsistent boundaries, being emotionally distant or overprotective, and using an authoritarian parenting style are considered risk factors for developing eating disorders in adolescents.

Based on the research results, it shows that parenting practices involving cognitive, social, emotional, warmth, positive discipline and health nutrition aspects have an important role in shaping the positive character of adolescents. Cognitive training practices, which emphasize building thinking and information processing abilities, can be linked to the critical reasoning character of adolescents. The presence of cognitive stimulation in the family environment strengthens the intellectual foundation, creating teenagers who are able to think rationally and analytically. The social aspect of parenting practices shows a positive impact on global diversity of character. Teenagers who engage in social interactions and group activities are more likely to have a better understanding of cultural diversity, creating more tolerant individuals. In line with research by Ozdemir, Ozdemir, and Boersma (2021) shows that teenagers with schools that facilitate good social interactions make it easier for teenagers to be open to diversity (culture, religion).

Emotional training practices, which encourage the recognition and management of emotions, are closely related to the formation of the character of independence in adolescents. Teenagers who are used to understanding and dealing with emotions in a healthy manner have a tendency to make decisions

independently. Asih warmth, as a form of emotional support and affection, has a positive relationship with the character of being faithful, devoted to God Almighty, and having noble character. This practice creates a solid moral and spiritual foundation for teenagers. Positive discipline parenting practices show a positive impact on the character of Gotong Royong. Teenagers who are accustomed to fair rules and consequences tend to be more aware of their social responsibilities and actively participate in community life. Health nutrition care in parenting practices is related to the formation of creative character in adolescents. Teenagers who are aware of the importance of nutrition and overall health tend to have better energy and creativity in living their daily lives. Overall, these findings provide insight that parenting practices have a role that cannot be ignored in shaping the positive character of adolescents. The link between parenting practices and positive characteristics of adolescents underscores the important role of parents in guiding their children's development in a positive and balanced direction. In line with research by Zhu, Daniel, Lu Yu (2022) which shows that positive parenting behavior can be a behavioral guide that can be imitated and followed by teenagers and contributes to strengthening the positive character of teenagers.

5. CONCLUSION

This study concluded that almost all teenagers were aged 13 years. The order of birth of teenagers in this study, namely the first child to the third child in the family. Based on descriptive analysis, more than half of teenagers have a level of parenting practices in the medium category. Social training and health nutrition training have the highest average scores among other variables. Meanwhile, positive discipline is the dimension with the lowest index achievement. In terms of cognitive training, parents' parenting practices show that almost all teenagers are in the medium category. Meanwhile, the emotional parenting variable shows that parents' parenting practices are almost evenly distributed in the low, medium and high categories. Apart from that, more than half of teenagers are in the medium category in terms of warmth. One additional variable, namely spiritual cultivation, was not studied quantitatively. Apart from that, more than half of teenagers have the character of faith, are devoted to God Almighty, and have noble morals. Another teenage character with a high category is the character of global development which is achieved by more than half of teenagers. Of the six characters, the creative character variable has the lowest index achievement in the medium category. Apart from that, more than half of teenagers have the character of mutual cooperation. Meanwhile, half of the teenagers in the medium category have the critical reasoning character.

The research results show that most of the parents' ages are in the middle adult category. The results of the study show that six out of ten teenagers are second children. The research results show that there is a link between parental parenting practices and the positive character of adolescents. Almost all teenagers have positive character achievements in the high category with positive parenting practices in the medium category. This means that if parents improve their parenting practices to a high category, the adolescent's character has the opportunity to achieve even higher grades.

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