

PSYCHOFEST  
CONFERENCE

# PROCEEDINGS

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## Adolescent Parenting Belief: Reliability and Validity

Missiliana Riasnugrahani & Vida Handayani

Maranatha Christian University, Bandung, West Java  
missiliana.r@gmail.com

### Abstract

This study aims to test the reliability and validity of Adolescent Parenting Belief (APB) instrument, that was constructed based on the results of qualitative research in 2014. 5 dimensions of parenting (directing, accepting, nurturing, maturing and modeling) and 5 areas of parenting (academic, socialization, interest, morality and religiosity) were obtained from the qualitative research to 1029 adolescence in Bandung. The parenting belief instrument administered to a sample of adolescence who become students in junior high school, high school, university in Bandung (N = 391). Compatibility of the entire model analyzed with CFA. Based on obtained t-value, loading factor of indicator mat3 (not authoritarian) was less than 1.96, which is -1.82. After indicator mat3 is removed, the model becomes more fit. Based on eleven criteria for Goodness of Fit (GOF), and there are 6 criteria of good/fit and 3 criteria of marginal fit, this indicates that the entire models qualifies as fit enough. The validity donned with convergent validity, correlate with Leuven Adolescent Perceived Parenting Scale (LAPPS) showed that the two instruments were moderately correlated ( $r = .521$ ,  $p < .001$ ). Item-total correlational showed that the validity result of each item qualifies as good ( $r > .30$ ). Then it can be said that all items are a valid measurement for each dimension. Results value of reliability analysis using the cronbach's alpha was .973 which means the instrument is reliable. Further study for concept of parenting belief and construction of parenting belief instrument is needed to gain more valid and reliable instrument.

**Keywords:** Parenting Belief, Reliability, Validity

### Introduction

Parenting is a process of action and interaction between parent and child, it is a process in which both parties change each other as children grow to adulthood. Society is a third dynamic force in the process. It provides support and stresses for parent and children. The child, the parent, and the society all influence the process of parenting, and in turn are changed by it (Brooks, 2013). Individual qualities in the child and the parent can influence the process of parenting. Individual qualities in the child than can influence the process are: age, gender, temperament, and physical health. Gender, temperament, sociability, self-esteem, physical health, psychological stability, relationship with parent, siblings and broader social network of extended family, friends, coworker, and problem solving skills are qualities from parents that can influence the process of parenting. Communities will provide parents and child values and standards of conduct for all parenting partners (parent, child and society). This showed that parenting is a process that also influenced by the environment, not only by interaction between parent and child. The environment where parent and child lived will form a culture. Culture is a system of value, belief, ways of thinking, routines, rituals, and institutions established by a group of population. Culture provide ways of looking at the world ignoring some things and focusing on others. Culture provides a developmental niche that includes (1) the physical and social setting for parents and



children, (2) the psychological characteristic valued in parents and children, and (3) recommended parenting practices and behaviors for family members (Brooks, 2013).

Realization that parenting is a process that involved parent, child and society can be seen in researches that were conducted to give explanation about parenting. Besides, there is approach that explains how parental traits can influence parenting behavior. Parental love, sensitivity, discipline practices, level of involvement believed to affect child's development (Holden, 2015). Other approaches also realize that children often can have a major impact on their parent's behavior of parenting. Sometimes children can, through their specific actions, elicit particular parental responses. Besides child effects or parent effects there are also relationships effects (the unique contribution attributed to the quality of the parent-child relationship). The core idea of it that children are not just affected by others and the environment in which they live, but children also affect those others by reciprocal interactions (Holden, 2015). The child's needs and competence are important elements in the process of successful parenting, including the way in which the child experiences the parents' behavior. Social cognitive learning theory has pointed to the active involvement of the child, including the child's perception and choice of the parents' behavior as a model for his or her own behavior, and the child's motivated to imitate this behavior (Bandura, 1986, in Trommendorff, 2006). Research about parenting using social approach conducted with assumption that membership in larger cultural group is the variable that not only determines how parent rear the children but also accounts for how those parents affect their children's development (Holden, 2015). Culture influences when and how parents care for children, the extent to which parents permit children freedom to explore, how nurturant or restrictive parents are, which behaviors parents emphasize, and so forth (Benedict, 1938; Bornstein, 1991; Erikson, 1950, in Bornstein & Cheach, 2006). Central to every concept of culture is the expectation that different peoples possess different beliefs and behave in different ways with respect to their parenting. Both parent and child "select, edit, and refashion" cultural information. Enculturation involves bidirectional processes in which adult and child play active roles (Bornstein & Cheach, 2006).

Involvement of parents, children and society in the process of parenting, becomes interesting research topic. Research on parenting continues to thrive to this day. Realization that society also becomes important part in how parents care for their children is shown by numbers of research about parenting in variety of culture. Parenting is at least partly culturally constructed. Cultural context can be defined as the way of life shared by its members. It reflect the social, economic, and psychological adaptation of people. When related to child rearing, culture involves many aspects of the environment. It includes the setting: methods of care, material products (toys, clothing, media), and parental values, goals, beliefs, as well as norms and expectations for acceptable behavior in children (Weisner, 2011, in Holden, 2015). Parents' beliefs hold a consistently popular place in the study of parentchild relationships (e.g., Goodnow, 2002; Holden & Buck, 2002; Sigel & McGillicuddy-De Lisi, 2002). Belief becomes important topic in the study of parentchild relationships because, firstly, the most general reason is that meanings matter as well as behaviors. The actions by children or professionals that parents observe may be interpreted by them in more than one way. The actions they take may reflect a variety of goals or intentions. Second, the ideas people hold may lead to the actions they take. If we change the ideas people hold, we might then change their behaviors. Third, behaviors that seems the same across cultural groups, it is pointed out, may differ in their meanings from one group to another. Behaviors that seem "strange" to an outsider can become comprehensible once we know what they mean to the people within a culture. In effect, the second reason is that meanings make "strange" behaviors comprehensible. (Goodnow, 2006).

Cultures take part in "constructing" children by shaping parental beliefs about childrearing and attributions about the developmental capacities of children, which in turn influence parents' actions (Bornstein, 1991; M. Cole, 2005; McGillicuddy-De Lisi & Subramanian, 1996, in Bornstein & Cheach, 2006). One of the major ways in which culturally informed perspectives influence our thinking and our decisions is by *changing our concepts of parenting*. Here are some concept about parenting:





- *Parenting occurs in several contexts.* It occurs in a family context: a context usually of siblings and often that of another parent, another interested adult, or a larger and more extended family. It occurs also in a context of neighborhoods or communities and, on a larger scale, a cultural/economic/historical context.
- *Parenting is not a private activity.* At the very least, others in the family provide an audience. The audience extends also to all those who observe what happens and may feel that they have the right to judge, to comment, or to take over.
- *Parenting is a lifelong activity.* It is one that extends well beyond the years of childhood. (Goodnow, 2006)

Parenting process can also be seen from a developmental psychological perspective. According to developmental psychological perspective, individual differences in parent-child relationships can be seen as a result of individual development (Trommdorff, 2006). Age of the child is the single most powerful influence on parental behavior. This is likely because with aging comes changes in a child's physical size, cognitive and linguistic ability, emotional maturity, and social skills. In response to their children's changing characteristics, parents show affection, communicate, discipline, and provide care in very different ways (Bornstein, 2002 in Holden, 2015).

Children will experience many changes when they develop from childhood to adolescence. The usual changes occur in adolescents includes the physical and hormonal changes, neurological and cognitive changes, and social changes. The characteristics of a typical teenager make adolescence into the phases of developments of interest to research. Based on a review of Steinberg & Morris (2001, in Smetana 2006) noted that "parents, problems, and hormones" were among the most popular topics of recent research on adolescence. Typical changes in teenagers often put teens and parents in difficult times, they have to adjust to each other, especially in terms of parent-child relationship. Teens expect parents still play an important role in guiding them through hard times, so parents need to modify their parenting. Effective parenting of adolescents requires a balance between maintaining some oversight and control, while encouraging independence and responsibility in preparation for adulthood (Holden, 2015). In General, parent-adolescent relationships tinged with hopes from teens and their parents who are often "annoy" them when they are experiencing dramatic changes during puberty (Meichenbaum, Fabiano, Fincham, 2004).

Unique conditions of adolescents can affect the relation of parents and teens. Conflict between parents and adolescent appears when both have different interpretations about their role and what to expect from the other parties (Smetana, 1991). Cognitive changes in an adolescent's thinking to become more advanced, abstract, relativistic, and hypothetical (Dovidio et al., 1988; Hauser, Powers, & Noam, 1991; Steinberg & Silk, 2002, in Beveridge & Berg, 2007) may bring about a desire to be included in family decision making, planning, and negotiating (Steinberg & Silk, 2002, in Beveridge & Berg, 2007). Transitioning into a relationship that encourages the adolescents' contributions in decision making, while still maintaining a guiding influence translates into a difficult "dance" for parents (Beveridge & Berg, 2007).

Cognitive-behavioral approach to family therapy posit that individual's cognitions about family shape their behaviors within family systems and affect their feeling (Smith & Schwebel, 1995; Sullivan & Schwebel, 1995, in Hamameci, 2007). Cognitions related to the family relations can direct the individual's understanding of family life and they can also form how a person perceives and reacts to family members and events in family life. The content of individuals' relationship beliefs is pivotal in determining the quality of their relationships (Schwebel & Fine, 1994, in Hamameci, 2007). Additionally, Robin & Foster (1989) and Robin, Koepke & Moyer (1990) proposed that strong adherences to unrealistic beliefs about family relations would lead distress and promote conflict between family members. They assumed that unrealistic beliefs induce angry reactions to parents and adolescent disagreement, imploding effective communication or rational problem solving and promoting reciprocity of negative effect and behavior (Hamameci, 2007).



Therefore an understanding about particular cognitive belief from teens can be a first step to understanding the mindset that became the cornerstone of teen behavior. Smetana's work (1988, in Beveridge & Berg, 2007) suggests the importance of parents and their adolescents being able to have open dialogue and respect for one another's differing perceptions regarding what issues are matters of personal choice. Rejection of either the adolescents' or parent's perspective will likely lead to psychological difficulties for both (Smetana, Daddis, & Chuang, 2003; Steinberg, 1990, 2001), and should be considered when defining healthy interpersonal processes (Beveridge & Berg, 2007). A similar opinion was disclosed by Meichenbaum, Fabiano, Fincham (2004), that the relation of parents and teens is a system that is reciprocal, i.e. parental action will affect adolescent reaction, and instead the teenage action will affect the reaction of parents. On the one hand changes will cause changes in other parties, so the parent-adolescent relationship harmony is primarily a result of cooperation from both sides.

Teens expectation of active role from parents in helping them get through hard times, can form a belief about parenting they wanted. Therefore research on adolescent belief about parenting belief becomes important because there is a lot more research done on parental belief about parenting belief than on adolescent belief about parenting belief (Rubin, Hastings, Stewart, Henderson & Chen, 1997; Rubin, Nelson, Hastings & Asendorpf, 1999; Hastings & Rubin, 1999; Kennedy, Rubin, Hastings & Maisel, 2004).

## Methods

### ■ *Conceptual definitions of model variables*

Adolescent Parenting Belief (APB), consisting of five dimensions i.e. directing, accepting, nurturing, maturing and modeling, as well as five areas namely academics, socialization, hobby, morality and religiosity (Riasnugrahani & Handayani, 2014).

#### 1. *Directing*

Directing is a parenting process in area of academics, socialization, hobby, morality and religiosity, which include efforts to: a) guiding, that is giving advice by giving suggestion and understanding about good and bad, positive things, and teaching appropriate behavior, by means of accompanying, and "mengayomi"; b) disciplines, providing limitations and applying rules unequivocally, through the giving of reward and punishment; c) supervise, monitoring activities of the child.

#### 2. *Accepting*

Caregiving parents in academic area, socialization, hobby, morality and religiosity that includes a) be a friends for their children to discuss/vent; b) get to know their children, understanding the characteristics, their will and needs; c) support, that is giving motivation and encouragement. d) patience, that is nurturing with patience, whole heartedly and tenacity.

#### 3. *Nurturing*

The care of parents on academic areas, socialization, hobby, morality and religiosity that includes a) take the time, managing and providing time for their child, accompanying the child; b) care for and meet the needs of the child; c) give affection.

#### 4. *Maturing*

Process in the areas of academic, socialization, hobby, morality and religiosity that includes a) giving responsibility, teaching and encourage autonomy of the child; b) giving freedom, that is giving space for their child to express themselves and giving opportunity to make decision; c) not authoritarian, parents not imposing their will, and not put themself as the one who always right and always blaming the child, not demanding the child to follow their preferences, not arrogant and tolerant to what the child wants.



## 5. Modeling

a) Gives an example, parents gives an example of the behavior in the areas of academic, socialization, hobby, morality and religiosity; b) role model, parent become the role models of good behaviors in the areas of academic, socialization, hobby, morality and religiosity for the child.

### ■ Participants and procedures

Adolescent Parenting Belief questionnaire (APB) was purposely distributed to 500 teens who attend junior high school, high school, and university in Bandung. As for the characteristics of the chosen sample is:

1. Adolescents aged 10-19 years
2. Still living with his/ her parents

All participants is given an explanation about the purpose of the research and the confidentiality of the data given, then the participant is asked to signed informed consent, which contain a written statement that he/she is willing to participate in this research. The number of teens who is willing to be a participant is 391 teens (average age = 14.92 years, male = 171, female = 220; junior high school students = 205, high school students = 120, college students = 66). The participants worked on APB questionnaire in classical settings, guided by three research assistant who understand the content of the measuring instrument.

### ■ Measurement

APB questionnaire was constructed based on the five dimensions of parenting belief that is directing, accepting, nurturing, maturing and modeling, as well as 5 areas namely academics, socialization, hobby, morality and religiosity (Riasnugrahani & Handayani, 2014), 142 items in total. The response scale was a 5-point continuum, ranging from completely disagree to completely agree. Response for each item is given by giving the cross mark for each statement in accordance with the response scale. For analysis purpose, the participants were also asked to give their response on Perceived Adolescent Parenting Scale of Leuven (LAPPS), which measure about four dimensions of parenting style, namely responsiveness, autonomy support, behavioral control and psychological control, which could generate a climate of positive and negative in the parenting. Measurement tool was developed specifically for teenagers, to find out about what they feel towards their parents' parenting style. The original French version of LAPPS was translated into Bahasa Indonesia by a French citizen who was fluent in Bahasa Indonesia.

### ■ Statistical Analysis

In this study, to examine validity and reliability of APB:

- Confirmatory Factor Analysis (CFA) was chosen because authors already have theory or conjecture that are a priori in advance about the variables that relate to any factor (Gudono, 2011, in Marisca, 2014). CFA was based on the reasons that the observed variables are imperfect indicators of latent variables or there's underlying particular invalid constructs. The model was formed first and the numbers of latent variables were determined by authors, and the influence of a latent variable to the observed variable firstly specified (Wijanto, 2008). CFA will determine compatibility of the entire model and compatibility of the measurement model.
- Convergent validity has been investigated to show whether an instrument related to other instrument that measure the same construct or attribute according to a certain theory or not. In this study convergent validity has been investigated between APB and Leuven Adolescent Perceived Parenting Scale (LAPPS).
- Pearson's product moment correlation coefficient has been calculated in order to obtain correlation coefficient between item and total score.
- Cronbach's Alfa coefficient have been calculated in order to test internal consistency reliability



Result

Confirmatory Factor Analysis (CFA)

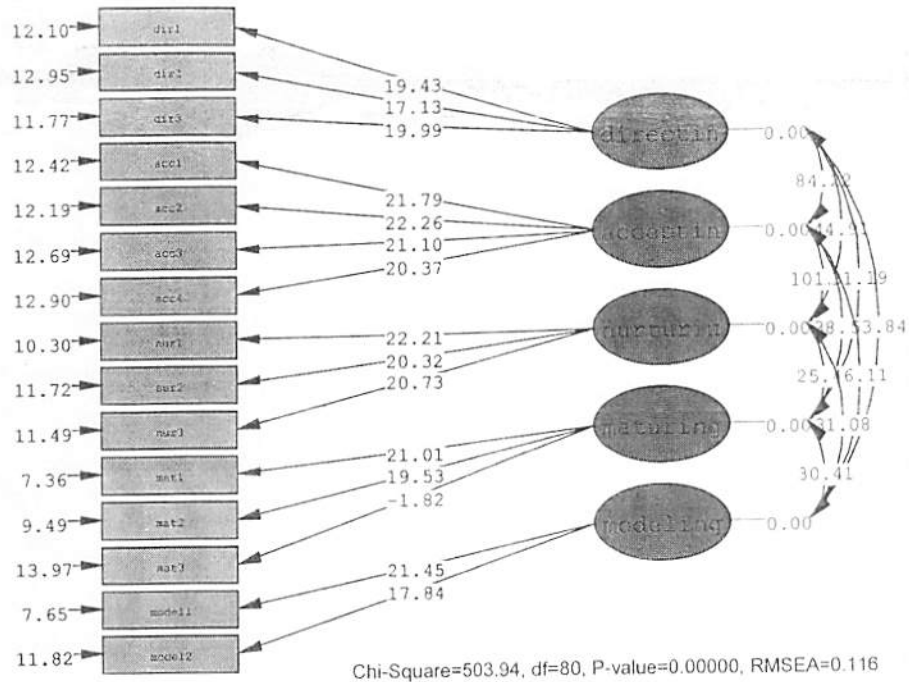


Figure 1. Path diagram of CFA model of APB's indicators and dimensions.

Note: dir1= guiding, dir2= disciplines, dir3= supervise, acc1= be a friend, acc2= get to know, acc3= support, acc4= patience, nur1= take the time, nur2= care, nur3= affection, mat1= responsibility, mat2= freedom, mat3= not authoritarian, model1= example, model2= role model

CFA will determine compatibility of the entire model and compatibility of the measurement model.

a. Compatibility of the entire model

Table 1. Overall model fit.

GOF	Acceptable Threshold Levels	Outcomes	Level of acceptance
Chi-Square	Low $\chi^2$ relative to degrees of freedom with an insignificant $p$ value ( $p > 0.05$ )	$\chi^2 = 431.543$	Poor
P		$p = 0.00$	
NCP	Low value	364.543	Poor
Interval	Narrow interval	302.613-433.967	
RMSEA	$\leq .08$	.118	Poor
P (close fit)	$p \geq .50$	$p = 0.00$	
ECVI	Low Value and close to ECVI saturated	$M = 1.298$ $S = .537$ $I = 13.681$	Good
NFI	$\geq .90$	.919	Good
NNFI	$\geq .90$	.905	Good
CFI	$\geq .90$	.93	Good
IFI	$\geq .90$	.931	Good
RFI	$\geq .90$	.89	Marginal
CN	$\geq 200$	88.508	Poor
RMR	Standardized RMR $\leq .05$	.03	Good
GFI	$\geq .90$	.843	Marginal
AGFI	$\geq .90$	.754	Marginal



b. Compatibility of the measurement model

The t-value of the estimated factors loading, nearly all have a value of 1.96, except mat3 loading to maturing, that is -1.82. Therefore variable mat3 is removed from the model. All standardized loading factors Component have a value > 0.70, range from 0.75-0.89, so all factors can be included in the model, which can be seen in Figure 2

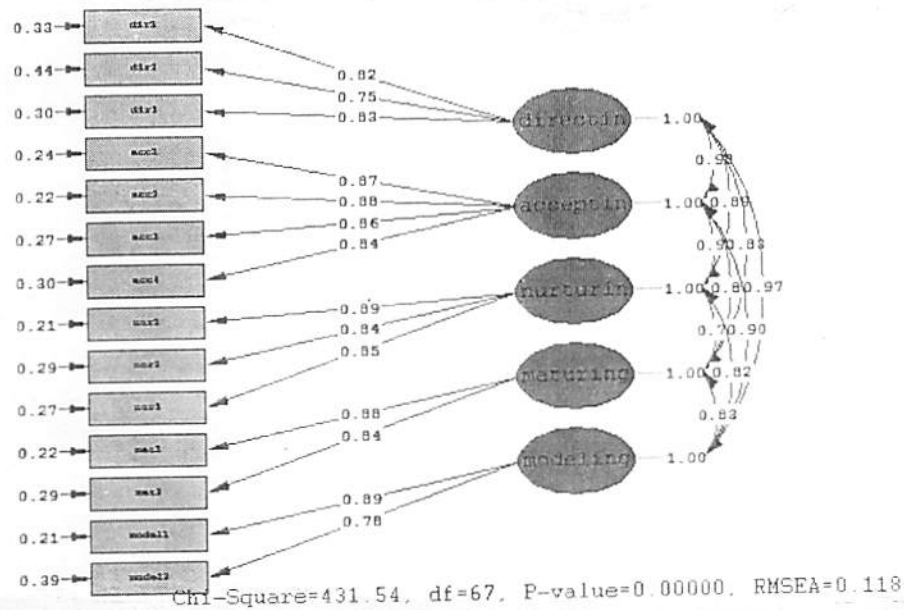


Figure 2. Path diagram of standardized loading factors model without mat3

Note: dir1= guiding, dir2= disciplines, dir3= supervise, acc1= be a friend, acc2= get to know, acc3= support, acc4= patience, nur1= take the time, nur2= care, nur3= affection, mat1= responsibility, mat2= freedom, model1= example, model2= role model

Table 2. t-value, standardize loading factor and validity of stability alienation model

Latent var. → observed var.	Directing		Accepting		Nurturing		Maturing		Modeling		validity
	SLF*	t- value	SLF*	t- value	SLF*	t- value	SLF*	t- value	SLF*	t- value	
Dir1	.818	19.44									Valid
Dir2	.749	17.13									Valid
Dir3	.834	19.99									Valid
Acc1			.874	21.79							Valid
Acc2			.885	22.26							Valid
Acc3			.856	21.10							Valid
Acc4			.837	20.38							Valid
Nur1					.89	22.22					Valid
Nur2					.842	20.31					Valid
Nur3					.852	20.73					Valid
Mat1							.885	21.05			Valid
Mat2							.84	19.57			Valid
Model1									.889	21.45	Valid
Model2									.78	17.84	Valid



Note: dir1= guiding, dir2= disciplines, dir3= supervise, acc1= be a friend, acc2= get to know, acc3= support, acc4= patience, nur1= take the time, nur2= care, nur3= affection, mat1= responsibility, mat2= freedom, model1= example, model2= role model.

Table 3. Construct Reliability, variance extracted and reliability of stability alienation model

Variable	CR	VE	Reliability
Directing	.843 > .70	.876 > .50	Reliable
Accepting	.92 > .70	.7429 > .50	Reliable
Nurturing	.896 > .70	.742 > .50	Reliable
Maturing	.85 > .70	.743 > .50	Reliable
Modeling	.822 > .70	.7 > .50	Reliable

■ **Convergent validity**

Convergent validity has been investigated between APB and Leuven Adolescent Perceived Parenting Scale (LAPPS).

Table 4. Korelasi Adolescent dengan LAPPS

	Korelasi	LAPPS
Adolescent Parenting Belief (APB)	Pearson Correlation	.521**
	Sig. (2-tailed)	.000
	N	391

\*\* correlation is significant at the 0.01 level (2-tailed)

Correlation between APB with Leuven Adolescent Perceived Parenting Scale (LAPPS) showed that the two instruments were moderately correlated ( $r = .521, p < .001$ )

■ **Item -Total Correlations using Pearson's product moment correlation**

Table 5. Item-Total Correlations in APB's dimension

Item	r	Item	r	Item	r	Item	r	Item	r
dir1	.453**	dir31	.567**	acc29	.546**	nur19	.682**	mat19	.486**
dir2	.481**	dir32	.601**	acc30	.486**	nur20	.631**	mat20	.557**
dir3	.434**	acc1	.601**	acc31	.454**	nur21	.628**	mat21	.658**
dir4	.448**	acc2	.455**	acc32	.486**	nur22	.614**	mat22	.427**
dir5	.500**	acc3	.611**	acc33	.575**	nur23	.638**	mat23	.248**
dir6	.500**	acc4	.609**	acc34	.600**	nur24	.404**	mat24	.300**
dir7	.377**	acc5	.402**	acc35	.608**	nur25	.518**	mat25	.402**
dir8	.429**	acc6	.700**	acc36	.626**	nur26	.570**	mat26	.414**
dir9	.340**	acc7	.484**	acc37	.466**	nur27	.613**	mat27	.422**
dir10	.468**	acc8	.543**	acc38	.589**	nur28	.609**	mat28	.367**
dir11	.320**	acc9	.574**	acc39	.611**	nur29	.593**	mat29	.190**
dir12	.550**	acc10	.538**	acc40	.596**	nur30	.408**	mat30	.280**
dir13	.508**	acc11	.584**	nur1	.622**	mat1	.416**	model1	.604**
dir14	.493**	acc12	.646**	nur2	.587**	mat2	.449**	model2	.613**
dir15	.584**	acc13	.461**	nur3	.549**	mat3	.567**	model3	.537**
dir16	.509**	acc14	.467**	nur4	.517**	mat4	.455**	model4	.599**
dir17	.622**	acc15	.472**	nur5	.562**	mat5	.431**	model5	.599**
dir18	.442**	acc16	.244**	nur6	.628**	mat6	.416**	model6	.677**
dir19	.552**	acc17	.630**	nur7	.587**	mat7	.418**	model7	.589**
dir20	.556**	acc18	.654**	nur8	.578**	mat8	.509**	model8	.632**
dir21	.484**	acc19	.602**	nur9	.597**	mat9	.370**	model9	.624**
dir22	.487**	acc20	.597**	nur10	.399**	mat10	.348**	model10	.589**



dir23	.214**	acc21	.558**	nur11	.673**	mat11	.116*
dir24	.619**	acc22	.527**	nur12	.432**	mat12	.186**
dir25	.615**	acc23	.684**	nur13	.730**	mat13	.527**
dir26	.530**	acc24	.457**	nur14	.715**	mat14	.538**
dir27	.521**	acc25	.583**	nur15	.559**	mat15	.637**
dir28	.550**	acc26	.583**	nur16	.606**	mat16	.638**
dir29	.562**	acc27	.643**	nur17	.739**	mat17	.226**
dir30	.608**	acc28	.654**	nur18	.650**	mat18	.248**

#### Internal consistency coefficients using Cronbach's Alpha

Table 6. Cronbach's alpha coefficient reliability

Cronbach's Alpha	N of Items
.973	142

## Discussion

Through four statistical analysis that were used to see the validity and reliability of APB, obtained results:

1. Compatibility of the entire model analyzed with CFA, showed t-value of indicators and dimensions of APB. Based on obtained t-value, loading factor of indicator mat3 (not authoritarian) was less than 1.96, which is -1.82. After indicator mat3 is removed, the model becomes more fit. The next model is analyzed based on eleven criteria for Goodness of Fit (GOF), and there are 6 criteria of good/fit and 3 criteria of marginal fit, this indicates that the entire models qualifies as fit enough.

More Detailed results on Absolute Fit and Incremental Fit category (Hooper, 2008), then obtained the following results:

- Absolute fit indices determine how well an a priori model fits the data sample (McDonald and Ho, 2002) and demonstrates which proposed model has the most superior fit. These measures provide a measure of how well the model fits in comparison to no model at all (Jöreskog and Sörbom, 1993). Included in this category are the Chi-Squared test, RMSEA, GFI, AGFI, the RMR and the SRMR. Of the six categories, Chi-Squared test, RMSEA has low value,  $\chi^2 = 431,543$ ,  $p = .00$  and RMSEA .118,  $p = 0.00$ . The RMSEA tells us how well the model, with unknown but optimally chosen parameter estimates would fit the populations covariance matrix (Byrne, 1998, in Hooper, 2008). The Chi-Square value is the traditional measure for evaluating overall model fit and, 'assesses the magnitude of discrepancy between the sample and fitted covariances matrices' (Hu and Bentler, 1999: 2). Chi-Square statistic is often referred to as either a 'badness of fit' (Kline, 2005) or a 'lack of fit' (Mulaik et al, 1989) measure (Hooper, 2008). Based on the results, it can be said that the model is not good enough. Although mat3 had been eliminated from the model decrease in the chi-square value is smaller (503.94 to 431.54). Improvement for the model can be obtained by reducing the value of chi-square, which can be done with addition of covariance errors based on table modification indices. But considering addition of an error covariance will reduce the degree of freedom (df) of the models as much as 1 df, then the more error covariance added will cause a df of model approaches zero. If you see table modification indices, there is as many as 23 error covariance that should be added. The addition of the error covariance will make the model becomes more fit, because the value of chi-square is declining. but some researchers stated that too much addition of the error covariance will lead to over-fitting and the model will be unreasonable (Wijanto, 2008).



- Chi square is one of goodness of fit measurement that often used, but there exist a number of severe limitations in the use of Chi-square. Firstly, this test assumes multivariate normality and severe deviations from normality may result in model rejections even when the model is properly specified (McIntosh, 2006). Secondly, Chi-Square is sensitive to sample size which means that the Chi-Square statistic nearly always rejects the model when large samples are used (Bentler and Bonnet, 1980; Jöreskog and Sörbom, 1993), but when small samples are used, the Chi-Square statistic lacks power and because of this may not discriminate between good fitting models and poor fitting models (Kenny and McCoach, 2003, in Hooper 2008). Researchers agreed that chi-square is not the only measurement for Goodness of Fit (GOF) and there is no single GOF measurement that exclusively can represent Compatibility of the entire model. Therefore the results of GFI, AGFI, the RESTING METABOLIC RATE and, SRMR obtained GFI = .843, AGFI = .754, SRMR = .3, meaning that the is model still fit enough. Besides absolute fit indices, Compatibility of the model can also be seen from incremental fit indices, which also known as comparative (Miles and Shevlin, 2007) or relative fit indices (McDonald and Ho, 2002), are a group of indices that do not use the chi-square in its raw form but compare the chi-square value to a baseline model. For these models the null hypothesis is that all variables are uncorrelated (McDonald and Ho, 2002, in Hooper,2008). Included in this category are the NFI, CFI. Obtained results are NFI= .919, CFI= .93, GOF in good criteria.
- 2. The result of investigating convergent validity between APB and LAPPS showed that the two instruments were moderately correlated ( $r = .521, p < .001$ ), so it can be said that APB also measure perceived parenting style by teenagers. Correlation between dimensions of APB and aspects of the LAPPS were found as follows:
  - Directing were correlated with responsiveness ( $r = .655, p < .001$ ), behavior ( $r = .266, p < .001$ ), autonomy ( $r = .280, p < .001$ ).
  - Accepting were correlated with responsiveness ( $r = .724, p < .001$ ), behavior ( $r = .190, p < .001$ ), autonomy ( $r = .285, p < .001$ ).
  - Nurturing were correlated with responsiveness ( $r = .721, p < .001$ ), autonomy ( $r = .285, p < .001$ ).
  - Maturing were correlated with responsiveness ( $r = .391, p < .001$ ), psychological ( $r = -.123, p < .005$ ), autonomy ( $r = .383, p < .001$ ).
  - Modeling were correlated with responsiveness ( $r = .590, p < .001$ ), behavior ( $r = .223, p < .001$ ), autonomy ( $r = .293, p < .001$ ).
- 3. Based on the item-total correlational using Pearson Product Moment correlation, was found that the validity result of each item qualifies as good ( $r > .30$ ). Then it can be said that all items are a valid measurement for each dimension.
- 4. The value obtained on reliability analysis using Cronbach's Alfa coefficients, was 0.973 which means the instrument is reliable. Table 3. Construct Reliability, variance extracted and reliability of stability alienation model, about the Construct of Reliability, reliability and extracted variance model stability alienation, showed that all reliability is good.
- 5. Based on statistical analysis that have been done, it can be concluded that APB has good validity and reliability, and all of the indicators can illustrate the existing dimensions, except for the indicator "not authoritarian" in the dimension of maturing. Nevertheless, further study must be done to obtine more valid and reliable instrument, particularly in increasing the value of the chi square from the above CFA model.

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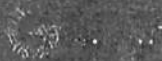
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