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Vol. 35 No. 2 (2020): ANIMA Indonesian Psychological Journal (Vol. 35, No. 2, 2020)

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DOI: <https://doi.org/10.24123/aipj.v35i2>

Published: 2020-04-25

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Ruang ANIMA, Gedung A, Lantai 2
Fakultas Psikologi Universitas Surabaya
Jalan Raya Rungkut Mejoyo (Raya Kali Rungkut)
Surabaya 60293
Phone : +62312981246 / +62312981271
E-Mail : anima@unit.ubaya.ac.id; animaubaya@gmail.com



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Mother's Permissive Parenting Style and College Self-Efficacy as Determinants of College Adjustment

Stella Olivia Alda Rianto, Yuspendi, and Jane Savitri
Fakultas Psikologi
Universitas Kristen Maranatha Bandung

Many tertiary students do not complete all the steps of their tertiary education because they encounter difficulties in adjusting themselves to university life. The aim of this research was to determine the role of parenting style (father's and mother's) and the college self-efficacy (CSE; the self-confidence of the students in completing their study obligations) regarding college adjustment (CA) of first-year students of a faculty in University X in West Java, Indonesia. 139 students were involved in this research, and completed an instrument to measure the research variables. The research data was processed, using regression analysis, to determine the contributions of parenting style and self-efficacy of the students, regarding CA. Based upon the analysis conducted in the research, the results indicated that the parenting style and CSE generally had a role in the CA of the student. However, the results more especially indicated that mother's permissive parenting style had a significant negative contribution to their CA, and that CSE had a significant positive contribution to that CA. This paper then discusses the magnitude of the role of the parent, compared to the self-efficacy of the student in their achievements, when undertaking tertiary education.

Keywords: college adjustment, parenting style, college self-efficacy

Received 3 May 2019; Accepted 25 November 2019; Published 25 April 2020.

Tertiary educational institutions are places to gain both knowledge and one of the educational goals of a large portion of senior high school students, after graduation from senior high school. Senior high school students go on to become new tertiary students in tertiary educational institutions, and this shift is normally seen as a transition period to tertiary education. First-year tertiary students often feel confused, by the new rules in tertiary educational institutions, often feel anxious, are unconvinced of their own ability to complete their assignments, and feel unsatisfied with the programs of study and with the institutions where they are studying (Johnston, 2010).

Soekirno (2015) revealed that new tertiary students normally experience a number of things when transitioning from high school to tertiary education. Amongst these are fear that they will not make new friends there, difficulties in meeting the demands of the lecturers, or having senior class members with unpleasant attitudes. In line with this, Astin (as cited in Santrock, 2017) conducted research with 300,000 new tertiary students in 500 universities across the world, and

found that new university students feel stressed.

Various negative emotions felt by new students in adapting to the university environment may have a poor result for the continuity of their education. One of these results is failure to complete their tertiary education. Between 30 and 43% of tertiary students withdraw without completing their university studies (Tinto, as cited in Johnson et al., 2010). A large portion of tertiary students leave their studies in the first two years, normally in their first year, with the numbers of people so doing being up to 20% (Mallinckrodt & Sedlacek, cited in Johnson et al., 2010). This reduction in student numbers also occurs at University X, in West Java, Indonesia.

The authors conducted an investigation of the data concerning the reduction in numbers of students of University X. Based upon this investigation, it was found that the *Fakultas Teknik* (Faculty of Technology) consists of *Fakultas Teknik Sipil* (Schools of Civil Technology), *Teknik Elektro* (Electronic Technology), *Teknik Industri* (Industrial Technology), and *Sistem Komputer* (Computer Systems Technology). The percentage of student losses in the *Fakultas Teknik*, 2017 intake, was 20.89%, whereas the target figure from the university was only 10%. This data indicated that the

Correspondence concerning this article should be addressed to Stella Olivia Alda Rianto, Fakultas Psikologi, Universitas Kristen Maranatha, Jl. Surya Sumantri No. 65, Bandung, Jawa Barat 40164. Email: stella.oliviaalda@gmail.com

number of students lost exceeded the limits set by the institute.

Some of the predictors that a student will be able to endure life on campus are the ability to integrate or adjust, the social life, and the academic life, of the said student (Davidson et al., 2009). Adjustment to a tertiary educational institution during the first year of study is normally known by the term college adjustment (CA). CA is the ability required by the student to overcome, or adjust to, a variety of demands at university, including academic adjustment, personal/emotional adjustment, and the creation of ties to the university (Baker & Siryk, as cited in Estiane, 2015). Success in making this CA is influenced by many factors, of which one is student interaction with the family. Gefen and Fish (2013) stated that family relationships influence the ability of new tertiary students in matters of CA.

To clarify the basis of this research, the authors implemented a preliminary study, conducting interviews with faculty students (interviews held on 20 February, 2019). The results of the interviews indicated that the students faced a variety of challenges at university. Several students revealed that the challenges they had to face were related to the number of assignments they had to complete, the delivery of material by the lecturers, which they found to be hard to understand, the small numbers of their friends of the same sex, and their desires to move to another university. These varied challenges were related to the process of CA at university. The students admitted they often spoke to their parents about the challenges they faced at university, and felt that the attitude and behavior of their parents in responding to these complaints had a great role to play for them in facing these various challenges, during the transition from high school to university.

These parental attitudes and behaviors, as perceived by the first-year *Fakultas Teknik* students, comprised the parenting styles of their mothers and fathers. Parenting style is the attitude and behavior of a parent, which has an impact upon the behavior of a child (Baumrind, as cited in Merlin et al., 2013). There are three parenting styles: (1) authoritative; (2) authoritarian; and (3) permissive (Baumrind, as cited in Merlin et al., 2013). This research measured the parenting styles of the mothers and fathers. The three named parenting styles are to be found in the mothers and fathers. According to Kelly and Lamb (as cited in Goldstein, 2015) it is as well for parents not to use only one parenting style but to use the three styles, in accordance with the situation and with the personalities of their children.

The relationship between parenting style and CA can be discovered in a number of pieces of research, one of these being that conducted by Kenney et al. (2015). The research results stated that adolescents raised using permissive and authoritarian parenting styles have lower CA abilities, but authoritative parenting styles predict higher CA abilities. Katigbak (2014) also conducted research into a similar topic. The results were that the authoritative parenting style had a positive relationship with CA, i.e., the greater the level of authoritative parenting style, the greater the ability of the student at CA.

Aside from the parenting style, another factor also having a role in the success of CA is self-efficacy. New students need self-efficacy in facing the transition from high school to university, so that the process of CA can proceed smoothly. Self-efficacy is the belief of a person in their own ability to achieve a goal (Bandura, 2012). Self-efficacy is related to an increase in the efforts and resolution of a person to achieve something (Locke & Latham, as cited in Bandura, 2012).

The self-efficacy measured in students is what is termed college self-efficacy (CSE). According to Solberg et al. (as cited in Chaudhary & Jain, 2015), CSE is defined as the level of self-confidence of a student in their ability successfully to carry out a variety of tasks at university. CSE comprises three sub-scales: (1) course efficacy; (2) roommate efficacy; and (3) social efficacy. Several pieces of research have proven that CSE has a relationship with CA. One of these pieces of research was conducted by Brady-Amoon and Fuertes (2011). The research results showed that self-efficacy is a significant predictor of, and has a role in, CA. The relationship between self-efficacy and CA has also been researched in Indonesia, by Wijaya and Pratitis (2012). The result was the discovery of a relationship between academic self-efficacy and student adjustment to university.

In a journal entitled "*Efikasi Diri Akademik, Dukungan Sosial Orangtua dan Penyesuaian Diri Mahasiswa dalam Perkuliahan*" ("Academic Self-Efficacy, Parental Social Support and Self-Adaptation of Students in Tertiary Education"; Wijaya & Pratitis, 2012), it is said that academic self-efficacy refers merely to the conviction related to the ability of a tertiary student in their ability to complete academic assignments, with the target of achieving results and their completion within specified time constraints, whereas the CSE examined by the researchers had three aspects: (1) course efficacy; (2) roommate efficacy; and (3) social efficacy. One of these aspects, course efficacy, had similarities to aca-

ademic self-efficacy, because it also measured self-conviction, in academic matters.

On the basis of the arguments above, it may be concluded that parenting style and CSE have influences on CA, so that the researchers were interested to look at the roles of parenting style and CSE regarding CA for first year tertiary students of *Fakultas Teknik* in University X. Therefore, this study was intended to test the perceptions of students concerning the way the parenting style of the father (as well as that of the mother) and CSE contributed to the CA of the first-year students of this faculty.

Hypothesis 1: Father's authoritative parenting style increases the level of the CA of the student.

Hypothesis 2: Father's authoritarian parenting style reduces the level of the CA of the student.

Hypothesis 3: Father's permissive parenting style reduces the level of the CA of the student.

Hypothesis 4: Mother's authoritative parenting style increases the level of the CA of the student.

Hypothesis 5: Mother's authoritarian parenting style reduces the level of the CA of the student.

Hypothesis 6: Mother's permissive parenting style reduces the level of the CA of the student.

Hypothesis 7: CSE increases the level of the CA of the student.

Method

Participants

The respondents in this research were all first-year students of *Fakultas Teknik* in University X in West Java, Indonesia, numbering 139 individuals.

Instruments

This research utilized measurement instruments for CA, parenting style, and CSE. The measurement instrument used for CA in the research was the result of the modification of The Student Adaptation to College Questionnaire (SACQ; Baker & Siryk, 1986; Estiante, 2015), which was used to measure the ability of the

student to self-adapt in a tertiary educational setting. The SACQ comprises four sub-scales: (1) academic adaptation; (2) social adaptation; (3) personal/emotional adaptation; and (4) connection to the university. The SACQ consists of 66 items, whilst this research utilized 68 items, because the authors made a modification to the measurement instrument. This measurement instrument had four response choices: "1 (*very inappropriate*)", "2 (*inappropriate*)", "3 (*appropriate*)", "4 (*very appropriate*)". Here are several examples of the items in the measurement instrument: "*I have clear reasons for studying at university.*" (sub-scale academic adaptation); "*I am happy to meet people and seek friends on campus.*" (sub-scale social adaptation); "*I often feel stressed or nervous, since beginning lectures.*" (sub-scale personal/emotional); "*I am thinking of moving to another university.*" (sub-scale connection to university). The results of reliability testing were $\alpha = .907$.

The parenting style measurement instrument was divided into two parts, i.e., the perception of the child (the participant) regarding the parenting style of the father and the mother. The measurement instrument for parenting style in this research was the result of a modification of the Parental Authority Questionnaire (PAQ; Alkharusi et al., 2011; Buri, 1991) based upon the theories of Baumrind in concerning measuring the effects of parental authority over their children. As noted above, there are three parenting styles: (1) authoritative; (2) authoritarian; and (3) permissive. There were 30 items in the instrument for the measurement of the father's parenting style, and 30 items for the measurement of the mother's parenting style. This measurement instrument had four response choices: "1 (*greatly disagree*)", "2 (*disagree*)", "3 (*agree*)", and "4 (*greatly agree*)". Several examples of items of this measurement instrument are: "*When I was growing up, my father directed my activities, and the decisions I made, through reasoning and discipline.*" (authoritative); "*My father always felt that parents should use force, so that the behavior of the children would be in accord with the hopes of the parents.*" (authoritarian); "*As I got older, my father did not compel me to follow his rules.*" (permissive). The results of the reliability testing indicated that the reliability of the sub-scale of father's authoritative parenting style was $\alpha = .646$, that for father's authoritarian parenting style was $\alpha = .839$, and for father's permissive parenting style was $\alpha = .763$, whilst for mother's authoritative parenting style was $\alpha = .780$, for mother's authoritarian parenting style was $\alpha = .629$, and for mother's permissive parenting style was $\alpha = .629$.

The CSE measurement instrument used in this research was the result of the modification of the College Self-Efficacy Instrument (CSEI; Chaudhary & Jain, 2015; Solberg et al., 1993). This measurement instrument was used to measure the self-confidence of the student in their ability to carry out a variety of assignments at university. The CSEI comprises three sub-scales: (1) course efficacy; (2) roommate efficacy; and (3) social efficacy. The CSEI consisted of 19 items, however this research used only 15, because the authors did not measure the sub-scale of roommate efficacy. This was because not all first-year students lived separately from their parents, and thus some did not have roommates. This measurement instrument had four response choices: “1 (*very unsure*)”, “2 (*unsure*)”, “3 (*sure*)”, and “4 (*very sure*)”. Several examples of the items of this measurement instrument were: “*I am sure I will be able to complete the research assignments at university.*” (course efficacy) and “*I am sure I can make new friends on campus.*” (social efficacy). The result of reliability testing was $\alpha = .871$.

Data Analysis Technique

To test the hypotheses in this research, the authors conducted regression analysis. The variable of parenting style (mother’s and father’s), together with that of CSE were the predictors for the CA of students. The scores for parenting style, were divided into two sections, based upon the sub-scales of authoritative, authoritarian and permissive. The data analysis for this research also divided the data obtained on perceptions regarding the father’s and mother’s parenting style.

Results

Table 1 provides information related to the characteristics of, or a general picture of, the research participants. The authors also carefully examined the correlation between variables, as an initial test, prior to carrying out regression analysis. The results of this correlation would assist the authors when scrutinizing the results of the regression analysis in greater detail.

Table 2 indicates that father’s authoritarian parenting style has a negative correlation with CA, and mother’s permissive parenting style has a negative correlation with CA. Finally, CSE has a positive correlation with CA ($p < .05$). The results in Table 2 indicate that father’s authoritative parenting style has no correlation with CA, father’s permissive parenting style has no correlation with CA, mother’s authori-

Table 1
Characteristics of Participants

	Number	Percentage
Gender		
Male	104	74.8%
Female	35	25.2%
School		
Civil technology	33	23.7%
Electronic technology	32	23%
Industrial technology	66	47.5%
Computer systems	8	5.8%
Age		
17 years	2	1.4%
18 years	81	58.3%
19 years	47	33.8%
20 years	6	4.3%
21 years	2	1.4%
22 years	1	0.7%
Ethnic origin		
Sundanese	26	18.7%
Javanese	17	12.2%
Batak	16	11.5%
Chinese	67	48.2%
Other	13	9.4%

Table 2
Correlation between Father’s - Mother’s Parenting Styles and College Self-Efficacy to College Adjustment

Variable	<i>r</i>	<i>Sig.</i>
Parenting style (Father):		
authoritative	.156	.067
authoritarian	-.205	.016
permissive	-.068	.426
Parenting style (Mother):		
authoritative	.130	.127
authoritarian	-.157	.065
permissive	-.169	.047
College self-efficacy	.454	.000

tative parenting style has no correlation with CA, and mother’s authoritarian parenting style has no correlation with CA ($p > .05$).

The next step was to conduct testing of the hypotheses, on the basis of regression analysis (see Table 3). The results of regression analysis testing indicated that, in general, the parenting styles both father’s and mother’s, and their CSE, contributed to the CA of the first-year students of *Fakultas Teknik* of University X ($R^2 = .27$, $F(7, 131) = 6.852$, $p < .001$). When viewed more specifically, father’s authoritative parenting style did not make a significant contribution to the CA of the participants ($\beta = .171$, $t(131) = .362$, $p > .05$). This meant that Hypothesis 1 of this research was not supported. Father’s authoritarian parenting style also made

Table 3
Regressive Analysis of Parenting Styles and College Self-Efficacy, in relation to College Adjustment

Variable Predictor	Beta	t	Sig.
Parenting style (father, authoritative)	.171	.362	.718
Parenting style (father, authoritarian)	-.446	-1.456	.148
Parenting style (father, permissive)	.575	1.064	.290
Parenting style (mother, authoritative)	.050	.136	.892
Parenting style (mother, authoritarian)	-.030	-.096	.924
Parenting style (mother, permissive)	-1.015	-2.043	.043
College self-efficacy	1.206	5.797	.000

no significant contribution towards the CA of the participants ($\beta = -.446$, $t(131) = -1.456$, $p > .05$). This meant that Hypothesis 2 was also not supported. Furthermore, father's permissive parenting style did not make a significant contribution to the CA of the participant ($\beta = .575$, $t(131) = 1.064$, $p > .05$). This indicates that Hypothesis 3 is also not supported.

Based upon the perception of the students of the parenting styles of their mothers, mother's authoritative parenting style made no significant contribution to the CA of the participant ($\beta = .050$, $t(131) = .136$, $p > .05$). This meant that Hypothesis 4 of this research was not supported. Mother's authoritarian parenting style also made no significant contribution to the CA of the participants ($\beta = -.030$, $t(131) = -.096$, $p > .05$). This meant that Hypothesis 5 was not supported. However, mother's permissive parenting style did have a significant negative contribution towards the CA of the participant ($\beta = -1.015$, $t(131) = -2.043$, $p < .05$). This meant that Hypothesis 6 was not supported. Finally, CSE contributed significantly and positively to the CA of the participant ($\beta = 1.206$, $t(131) = 5.797$, $p < .01$), meaning that Hypothesis 7 was supported.

Discussion

This research analyzed the contributions from the perceptions of the students, regarding the parenting style of parents (father's and mother's) and of CSE regarding the CA of the students of *Fakultas Teknik* of University X in West Java, Indonesia. The results of the research, in general, indicated that the perception of the students regarding the parenting style they had received, both father's and mother's, together

with their CSE, had made a significant contribution towards the average scores of their CA ($R^2 = .27$, $F(7, 131) = 6.852$, $p < .001$). However, when looked at more specifically, not all types of parenting style, father's and mother's made significant contributions.

The first hypothesis of this research tested the contribution of an authoritative parenting style, related to the CA of the child. The data analysis showed that an authoritative parenting style did not make any significant contribution towards CA ($\beta = .171$, $t(131) = .362$, $p > .05$). This is in line with the results of previous research, which also found similarly (Ross & Hammer, 2002). In previous research, parenting style was distributed disproportionately across the participants of the research (Ross & Hammer, 2002). About 70% of participants were of the opinion that their parents had authoritative parenting style, 28% of participants thought the parenting style of their parents was authoritarian, and only 8% of them considered their parents had a permissive parenting style. However, this research did not categorize the parenting style of the parents, but directly correlated it with the variable of CA.

The second hypothesis tested the contribution of father's authoritarian parenting style to the CA of the child. The results of data analysis indicated that such parenting style did not significantly contribute to CA ($\beta = -.446$, $t(131) = -1.456$, $p > .05$). What was interesting was that the results of correlation testing showed that this parenting style was correlated significantly and negatively with CA ($r = -.205$; $p < .05$). The results of regression analysis were in accord with those of the research by Schnuck and Handal (2011), that such parenting style did not make a significant contribution towards CA. This was caused by the students having entered the final phase of adolescence, so that the orientation of their peers was of greater influence on them than that of their parents. The differences in findings between those of regression analysis and those of correlation testing also showed differences in the level of depth of the data analysis. Regression analysis is capable of revealing the contribution of one variable, and its interaction with other variables, regarding CA. For this reason, the authors have interpreted this to mean that the presence of father's authoritarian parenting style does not predict the self-adjustment of a participant in their undertaking of tertiary education.

The third hypothesis of this research tested the contribution of father's permissive parenting style related to CA. Results of data analysis indicated that such parenting style did not make a significant contribution to CA ($\beta = .575$, $t(131) = 1.064$, $p > .05$). This result

is in line with those from previous research, that this parenting style did not contribute significantly to CA (Alt, 2015). This is because by the results from the mean of father's permissive parenting style has the lowest score, compared to the results from the mean of other parenting styles.

The fourth hypothesis tested the contribution of a mother's authoritative parenting style related to CA. The results of data analysis showed that such parenting style did not contribute significantly towards CA ($\beta = .050$, $t(131) = .136$, $p > .05$). Previous research determined that this parenting style did not contribute to adjustment to tertiary education (Schnuck & Handal, 2011). This may be related to the level of contribution of the student in the final stages of adolescence, where they are more orientated towards peer relationships than to those with parents. At this stage, normally the parenting style is not the principle, nor the only, matter having a role in the CA of a university student.

The fifth hypothesis of the research tested the contributions of mother's authoritative parenting style towards CA. The results of data analysis indicated that such parenting style did not make a significant contribution towards CA ($\beta = -.030$, $t(131) = -.096$, $p > .05$). This is in line with the results of previous research, that this sort of parenting style did not determine the CA of a student (Schnuck & Handal, 2011). During the final phase of adolescence, students have achieved independence, so that the constraining and guiding role of parenting style no longer has a lot of influence on their lives.

The sixth hypothesis tested the contribution of mother's permissive parenting style to CA. Results of data analysis indicated that mother's permissive parenting style contributed significantly and negatively to the CA of participants ($\beta = -1.015$, $t(131) = -2.043$, $p < .05$). This result is in accord with those from research performed by Schnuck and Handal (2011), that mother's permissive parenting style has a negative connection with CA, in the personal/emotional lives of female tertiary education students. This variable is the only predictor from the parenting style which significantly predicted the self-adjustment of the participants undertaking tertiary education. The lower their perceptions of being the recipients of mother's permissive parenting style, the higher the CA of the tertiary students. This finding comprised an important note, that the role of permissive and non-demanding mother's parenting style, actually made a negative contribution to tertiary students.

The seventh hypothesis of this research tested the contribution of CSE towards CA. The results of data analysis indicated that CSE made a significant and

positive contribution towards the CA of participants ($\beta = 1.206$, $t(131) = 5.797$, $p < .01$). This is in line with the research performed by Brady-Amoon and Fuyertes (2011) with 275 students of Fordham University. The results of this research showed that CSE had an influence upon CA. Besides this, Brady-Amoon and Fuyertes (2015), together with Sim and Moon (2015) also examined the same theme and found that CSE has an influence upon the CA of tertiary students. This can be taken to mean that, the higher the level of CSE of a student, the, higher also is the level of their CA, and that the converse is also correct.

The results of this study indicated that the variable of parenting style, which played a role in CA was the mother's parenting style, in that it made a significant negative contribution to the CA of the student. This result indicates that the lower the degree of mother's permissive parenting style, the lower also was the level of CA of the student, and vice-versa. Other variables (father's authoritative parenting style, father's authoritarian parenting style, father's permissive parenting style, mother's authoritative parenting style, and mother's authoritarian parenting style), did not make significant contributions towards CA. Thus, the results indicated that it was mother's permissive parenting style which contributed towards CA. One of the explanations which may be made for this finding is that the mother has a greater involvement than the father in the matter of parenting (Santrock, 2017). One study also indicated that the level of education of the mother determined the outcomes of the education of the child (Abuya et al., 2018), and that maternal involvement from the beginning in parenting makes a significant positive contribution to the later educational achievements of that child (McBride et al., 2009). Therefore, a balanced maternal role of parenting in their upbringing can assist a student in adjusting to academic life.

Besides parenting style, this research also measured the contribution of CSE towards CA. The research hypothesis that CSE has a role in the development of CA was accepted, meaning that the higher the level of the CSE of the student, the higher also was the level of their ability regarding CA, and vice versa. This was because the subjects in this research were first-year students at university. First-year students, who enter at the final stage of their adolescent development, are normally more focused upon relationships with their peers than on those with their parents. This is in accord with the opinion of Santrock (2017), who stated that the orientation of adolescents towards their peers is greater than that towards their parents. Peers are an important matter in the lives of adolescents, to fulfill their

social needs. Adolescents who fail to develop friendships with peers will suffer isolation, and their self-esteem will be low. Santrock (2017) also said that adolescents are more dependent upon peers than upon parents, to fulfil their needs for friendship. Positive and supportive relationships with peers, during adolescence, are related to a number of positive matters, i.e., a low level of misbehavior, of misuse of banned substances, of risky sexual behavior, of bullying behavior, and a higher level of academic achievement (Furman & Rose, 2015).

Research Limitations and Recommendations

The gender of the subjects in this research was predominantly male, these comprising 74.8% of the total. This was because the research was conducted in *Fakultas Teknik*, which faculty is dominated by male students. The results of the research are perhaps less than well gender-balanced, compared with a body of participants comprising a balance of genders. For that reason, further research would need to pay attention to a sampling process able to balance the genders of the research population.

Other limitations in the research were at the level of the depth of filtering and data analysis, as well as the comprehension of the research variables. Data ana-

lysis was conducted utilizing regression analysis on all variables of parenting style, and CSE, concurrently. The data analysis was not capable of indicating complexities such as any direct or indirect effect of each component of the variables. For this reason, further research could study the mediating influence of the variables of self-confidence, and more accurate techniques of filtering the data for the parenting styles (for instance the data being collected through the evaluation of the father's and mother's parenting style experienced by the student participants).

Conclusion

Father's authoritarian parenting style, mother's permissive parenting style, and CSE have a role to play in CA. On the basis of this statement, fathers and mothers are enjoined to use a parenting style jointly, to play a role in CA. The students of University X are enjoined to study hard in their academic fields, as well as to participate actively in a variety of campus activities, to increase their social abilities. This is meant to apply when mothers and fathers can use a joint parenting style, and the students have high CSE, so that the first-year students can better undertake the transition from senior high school to tertiary education.

Pola Asuh Permisif Ibu dan Keyakinan Diri Mahasiswa Menentukan Penyesuaian Diri terhadap Tantangan Pendidikan Tinggi

Stella Olivia Alda Rianto, Yuspendi, dan Jane Savitri
Fakultas Psikologi
Universitas Kristen Maranatha Bandung

Banyak mahasiswa tidak menyelesaikan jenjang sarjana karena mengalami hambatan penyesuaian diri di masa kuliah. Tujuan dari penelitian ini adalah mengetahui peran pola pengasuhan (ayah dan ibu) dan *college self-efficacy* (CSE; keyakinan diri mahasiswa menyelesaikan kewajiban studi) terhadap *college adjustment* (CA) mahasiswa suatu fakultas tahun pertama Universitas X di Jawa Barat, Indonesia. 139 mahasiswa tergabung dalam penelitian ini dan mengisi instrumen yang mengukur variabel penelitian. Data penelitian diolah dengan analisis regresi untuk menentukan kontribusi pola asuh dan keyakinan diri mahasiswa terhadap CA. Berdasarkan analisis yang dilakukan dalam penelitian ini, hasil penelitian menunjukkan *parenting style* dan CSE secara umum berperan terhadap CA mahasiswa. Akan tetapi, hasil lebih khusus menunjukkan pola asuh permisif ibu berkontribusi signifikan negatif terhadap CA, dan CSE berkontribusi signifikan positif terhadap CA. Tulisan ini kemudian membahas besaran peran orangtua apabila dibandingkan dengan keyakinan diri mahasiswa dalam keberhasilannya menempuh pendidikan tinggi.

Kata kunci: college adjustment, parenting style, college self-efficacy

Masuk 3 Mei 2019; Terima 25 November 2019; Terbit 25 April 2020.

Perguruan tinggi merupakan tempat menimba ilmu sekaligus salah satu tujuan belajar sebagian besar siswa Sekolah Menengah Atas (SMA) setelah menamatkan pendidikan jenjang SMA. Para siswa SMA akan menjadi mahasiswa baru di perguruan tinggi, dan pergeseran ini biasanya dipandang sebagai masa transisi dari Sekolah Menengah Atas menuju perguruan tinggi. Para mahasiswa tahun pertama sering merasa bingung dengan aturan baru di perguruan tinggi, cemas, tidak yakin mengenai kemampuan diri mereka untuk menyelesaikan tugas-tugas di perguruan tinggi, dan merasa tidak puas dengan program studi dan perguruan tinggi tempat mereka menimba ilmu (Johnston, 2010).

Soekirno (2015) mengungkapkan, para mahasiswa baru biasanya mengalami beberapa hal ketika masa transisi dari Sekolah Menengah Atas ke perguruan tinggi, di antaranya yaitu ketakutan bila tidak memiliki teman baru di perguruan tinggi, kesulitan memenuhi tuntutan para dosen, atau memiliki kakak angkatan atas yang bersikap tidak menyenangkan.

Sejalan dengan hal tersebut, Astin (sitat dalam Santrock, 2017) melakukan penelitian terhadap 300.000 mahasiswa baru di 500 universitas berbagai belahan dunia dan mendapatkan hasil bahwa mahasiswa baru di universitas merasa tertekan.

Berbagai emosi negatif yang dirasakan para mahasiswa baru dalam beradaptasi di lingkungan perguruan tinggi dapat berakibat buruk bagi kelangsungan pendidikan para mahasiswa, salah satunya tidak menyelesaikan jenjang sarjana. Sekitar 30-43% mahasiswa mengalami putus kuliah tanpa menyelesaikan pendidikan mereka di perguruan tinggi (Tinto, sitat dalam Johnson et al., 2010). Sebagian besar para mahasiswa meninggalkan kuliah dalam dua tahun pertama masa studi, dan biasanya terjadi di tahun pertama dengan jumlah pengurangan peserta didik hingga 20% (Mallinckrodt & Sedlacek, sitat dalam Johnson et al., 2010). Pengurangan jumlah mahasiswa juga terjadi di Universitas X di Jawa Barat, Indonesia.

Penulis melakukan penelusuran terhadap data pengurangan mahasiswa di Universitas X. Berdasarkan penelusuran tersebut, Fakultas Teknik mengalami pengurangan jumlah mahasiswa yang cukup banyak di tahun pertama. Fakultas Teknik di Universitas X terdiri dari Fakultas Teknik Sipil, Teknik Elektro,

Korespondensi sehubungan dengan artikel ini ditujukan pada Stella Olivia Alda Rianto, Fakultas Psikologi, Universitas Kristen Maranatha, Jl. Surya Sumantri No.65, Bandung, Jawa Barat 40164. Email: stella.oliviaalda@gmail.com

Teknik Industri, dan Sistem Komputer. Persentase pengurangan mahasiswa Fakultas Teknik angkatan 2017 di tahun pertama adalah 20,89%. Padahal, batas maksimal pengurangan mahasiswa yang ditargetkan oleh Universitas X adalah 10%. Data ini menunjukkan bahwa jumlah pengurangan mahasiswa Fakultas Teknik Universitas X melebihi batas yang ditetapkan lembaga.

Salah satu prediktor mahasiswa mampu bertahan di kehidupan kampus adalah integrasi atau penyesuaian diri kehidupan sosial dan kehidupan akademik mahasiswa tersebut (Davidson et al., 2009). Penyesuaian diri di perguruan tinggi pada tahun pertama kuliah biasanya dikenal dengan istilah *college adjustment (CA)*. *CA* adalah kemampuan yang diperlukan oleh mahasiswa untuk mengatasi atau menyesuaikan diri terhadap berbagai tuntutan di perguruan tinggi yang meliputi penyesuaian akademik, sosial, personal-emosional, dan keterikatan terhadap perguruan tinggi (Baker & Siryk, sitat dalam Estiane, 2015). Keberhasilan dalam melakukan *CA* dipengaruhi oleh banyak faktor, salah satunya interaksi dengan keluarga. Gefen dan Fish (2013) menyebutkan bahwa hubungan dengan keluarga memengaruhi kemampuan mahasiswa baru dalam hal *CA*.

Untuk mempertegas landasan penelitian ini, penulis melakukan kajian awal/*preliminary study* dengan melakukan wawancara kepada mahasiswa fakultas (wawancara dilakukan pada 20 Februari 2019). Hasil wawancara menunjukkan bahwa mereka menghadapi berbagai tantangan di bangku kuliah. Beberapa mahasiswa mengungkapkan tantangan-tantangan yang harus dihadapi berkaitan dengan banyaknya tugas-tugas kuliah yang harus mereka selesaikan, penyampaian materi dari dosen yang sulit dipahami, sedikitnya jumlah teman dengan jenis kelamin yang sama, dan keinginan untuk pindah ke universitas lain. Berbagai tantangan ini berkaitan dengan proses *CA* di bangku perguruan tinggi. Para mahasiswa mengaku sering bercerita pada orangtua tentang tantangan-tantangan yang mereka hadapi di bangku perkuliahan, dan merasa bahwa sikap dan perilaku orangtua dalam merespons keluhan tersebut sangat berperan bagi mereka untuk menghadapi berbagai tantangan pada masa transisi dari Sekolah Menengah Atas ke perguruan tinggi.

Sikap dan perilaku orangtua yang dihayati oleh para mahasiswa Fakultas Teknik tahun pertama Universitas X tersebut merupakan *parenting style* ayah dan ibu. *Parenting style* adalah sikap dan perilaku orangtua yang berdampak pada perilaku anak (Baumrind, sitat dalam Merlin et al., 2013). Ada tiga *parenting style*, yaitu: (1) otoritatif; (2) otoritarian; dan

(3) permisif (Baumrind, sitat dalam Merlin et al., 2013). Penelitian ini akan mengukur *parenting style* ayah dan ibu. Ketiga *parenting style* tersebut ada dalam diri ayah dan ibu. Menurut Kelly dan Lamb (sitat dalam Goldstein, 2015) yang memaparkan bahwa sebaiknya orangtua tidak hanya menggunakan satu *parenting style* saja, melainkan menggunakan ketiga *parenting style* tersebut sesuai situasi dan kepribadian anak.

Hubungan antara *parenting style* dan *CA* dapat ditemukan dalam beberapa penelitian, salah satunya penelitian yang dilakukan oleh Kenney et al. (2015). Hasil penelitian menyatakan bahwa remaja yang diasuh dengan *parenting style* permisif dan otoritarian memiliki kemampuan *CA* yang lebih rendah, tetapi *parenting style* otoritatif meramalkan *CA* yang lebih tinggi. Katigbak (2014) juga melakukan penelitian dengan topik serupa. Hasilnya, *parenting style* otoritatif memiliki hubungan positif dengan *CA*, yaitu semakin tinggi *parenting style* otoritatif, maka semakin tinggi kemampuan *CA*.

Selain *parenting style*, faktor lain yang juga berperan terhadap keberhasilan *CA* adalah *self-efficacy*. Keyakinan diri sering dikenal dengan istilah *self-efficacy*. Mahasiswa baru perlu memiliki *self-efficacy* dalam menghadapi masa transisi dari jenjang SMA ke perguruan tinggi agar proses *CA* dapat berjalan dengan lancar. *Self-efficacy* merupakan kepercayaan seseorang pada kemampuan mereka untuk mencapai tujuan tertentu (Bandura, 2012). *Self-efficacy* berhubungan dengan meningkatnya upaya dan tekad seseorang dalam mencapai sesuatu (Locke & Latham, sitat dalam Bandura, 2012).

Self-efficacy yang akan diukur dalam diri para mahasiswa adalah *college self-efficacy (CSE)*. Menurut Solberg et al. (sitat dalam Chaudhary & Jain, 2015), *CSE* didefinisikan sebagai tingkat kepercayaan diri mahasiswa terhadap kemampuan mereka untuk berhasil melakukan berbagai tugas di perguruan tinggi. *CSE* terdiri atas tiga *subscales*, yaitu: (1) *course efficacy*; (2) *roommate efficacy*; dan (3) *social efficacy*. Beberapa penelitian telah membuktikan bahwa *CSE* memiliki kaitan dengan *CA*. Salah satunya penelitian yang dilakukan oleh Brady-Amoon dan Fuertes (2011). Hasil penelitiannya adalah, *self-efficacy* merupakan prediktor signifikan yang berperan terhadap *CA*. Hubungan antara *self-efficacy* dan *CA* juga pernah diteliti di Indonesia oleh Wijaya dan Pratitis (2012). Hasilnya, ditemukan ada hubungan antara *academic self-efficacy* terhadap penyesuaian diri mahasiswa pada perkuliahan.

Dalam jurnal berjudul “Efikasi Diri Akademik, Dukungan Sosial Orangtua dan Penyesuaian Diri Mahasiswa dalam Perkuliahan” (Wijaya & Pratitis, 2012),

disebutkan bahwa *academic self-efficacy* hanya mengacu pada keyakinan yang berhubungan dengan kemampuan seorang mahasiswa dalam menyelesaikan tugas-tugas akademik dengan target hasil dan waktu yang telah ditentukan, sedangkan *CSE* yang diteliti oleh peneliti memiliki tiga aspek yaitu: (1) *course efficacy*; (2) *roommate efficacy*; dan (3) *social efficacy*. Salah satu aspek, yaitu *course efficacy*, memiliki kesamaan dengan *academic self-efficacy* karena juga mengukur tentang keyakinan diri dalam hal akademik.

Berdasarkan uraian di atas, dapat disimpulkan bahwa *parenting style* dan *CSE* berpengaruh terhadap *CA* sehingga peneliti tertarik untuk melihat peran *parenting style* dan *CSE* terhadap *CA* pada mahasiswa fakultas teknik tahun pertama di Universitas X Bandung. Penelitian ini bertujuan untuk mengetahui peran *parenting style* ayah, *parenting style* ibu, dan *CSE* terhadap *CA* mahasiswa tahun pertama Fakultas Teknik di Universitas X. Oleh karena itu, studi ini hendak menguji apakah persepsi mahasiswa tentang *parenting style* ayah (maupun ibu) dan *CSE* berkontribusi terhadap *CA* mahasiswa tahun pertama Fakultas Teknik Universitas X.

Hipotesis 1: Parenting style otoritatif ayah meningkatkan CA mahasiswa.

Hipotesis 2: Parenting style otoritarian ayah menurunkan CA mahasiswa.

Hipotesis 3: Parenting style permisif ayah menurunkan CA mahasiswa.

Hipotesis 4: Parenting style otoritatif ibu meningkatkan CA mahasiswa.

Hipotesis 5: Parenting style otoritarian ibu menurunkan CA mahasiswa.

Hipotesis 6: Parenting style permisif ibu menurunkan CA mahasiswa.

Hipotesis 7: CSE meningkatkan CA mahasiswa.

Metode

Partisipan

Responden dalam penelitian ini adalah seluruh mahasiswa Fakultas Teknik tahun pertama Universitas X di Jawa Barat, Indonesia berjumlah 139 mahasiswa.

Instrumen

Penelitian ini menggunakan alat ukur *CA*, *parenting style*, dan *CSE*. Alat ukur *CA* yang digunakan dalam penelitian ini adalah hasil modifikasi dari *The Student Adaptation to College Questionnaire (SACQ)*; Baker & Siryk, 1986; Estiante, 2015) untuk mengukur kemampuan penyesuaian mahasiswa di perguruan tinggi. *SACQ* terdiri atas empat *subscales*, yaitu: (1) penyesuaian akademik; (2) penyesuaian sosial; (3) penyesuaian personal-emosional; dan (4) keterikatan dengan universitas. *SACQ* memiliki 66 butir, sedangkan penelitian ini menggunakan 68 butir karena peneliti melakukan modifikasi alat ukur. Alat ukur ini memiliki empat pilihan jawaban, yaitu: “1 (*sangat tidak sesuai*)”, “2 (*tidak sesuai*)”, “3 (*sesuai*)”, “4 (*sangat sesuai*)”. Beberapa contoh butir/item alat ukur adalah “*Saya memiliki alasan yang jelas untuk kuliah di perguruan tinggi.*” (*subscale* penyesuaian akademik); “*Saya senang bertemu orang dan mencari teman di kampus.*” (*subscale* penyesuaian sosial); “*Saya sering merasa tegang atau gugup sejak masuk kuliah.*” (*subscale* personal-emosional); “*Saya berpikir untuk pindah ke universitas lain.*” (*subscale* keterikatan dengan perguruan tinggi). Hasil uji reliabilitas adalah $\alpha = 0,907$.

Alat ukur *parenting style* dibagi menjadi dua, yaitu persepsi anak (partisipan) terhadap *parenting style* ayah dan ibu. Alat ukur *parenting style* dalam penelitian ini adalah hasil modifikasi dari *Parental Authority Questionnaire (PAQ)*; Alkharusi et al., 2011; Buri, 1991) berdasarkan teori Baumrind untuk mengukur otoritas orangtua terhadap anak. Ada tiga *parenting style*, yaitu: (1) otoritatif; (2) otoritarian; dan (3) permisif. Terdapat 30 butir untuk alat ukur *parenting style* ayah, dan 30 butir untuk alat ukur *parenting style* ibu. Alat ukur ini memiliki empat pilihan jawaban, yaitu: “1 (*sangat tidak setuju*)”, “2 (*tidak setuju*)”, “3 (*setuju*)”, “4 (*sangat setuju*)”. Beberapa contoh butir alat ukur adalah “*Ketika saya tumbuh dewasa, ayah mengarahkan aktivitas dan keputusan yang saya ambil melalui penalaran dan disiplin.*” (otoritatif); “*Ayah saya selalu merasa orangtua perlu menggunakan paksaan agar anak berperilaku sesuai harapan orangtua.*” (otoritarian); “*Seiring usia saya bertambah dewasa, ayah tidak mengharuskan saya untuk mematuhi peraturan.*” (permisif). Hasil uji reliabilitas menunjukkan *sub-scale parenting style* otoritatif ayah ($\alpha = 0,646$), *parenting style* otoritarian ayah ($\alpha = 0,839$), *parenting style* permisif ayah ($\alpha = 0,589$), *parenting style* otoritatif ibu ($\alpha = 0,763$), *parenting*

style otoritarian ibu ($\alpha = 0,780$), dan *parenting style* permisif ibu ($\alpha = 0,629$).

Alat ukur *CSE* yang digunakan dalam penelitian ini adalah adalah hasil modifikasi dari *College Self-Efficacy Instrument (CSEI)*; Chaudhary & Jain, 2015; Solberg et al., 1993). Alat ukur ini untuk mengukur kepercayaan diri mahasiswa terhadap kemampuan mereka untuk melakukan berbagai tugas di perguruan tinggi. *CSEI* terdiri atas tiga *subscales*, yaitu: (1) *course efficacy*; (2) *roommate efficacy*; dan (3) *social efficacy*. *CSEI* memiliki 19 item, namun penelitian ini hanya menggunakan 15 butir karena peneliti tidak mengukur *subscale roommate efficacy*. Hal ini dikarenakan tidak semua mahasiswa Fakultas Teknik tahun pertama di Universitas X tinggal terpisah dengan orangtua dan memiliki teman sekamar. Alat ukur ini memiliki empat pilihan jawaban, yaitu: “1 (*sangat tidak yakin*)”, “2 (*tidak yakin*)”, “3 (*yakin*)”, “4 (*sangat yakin*)”. Beberapa contoh butir alat ukur adalah: “*Saya yakin dapat mengerjakan tugas penelitian di jenjang perguruan tinggi.*” (*course efficacy*) dan “*Saya yakin dapat memiliki teman baru di kampus.*” (*social efficacy*). Hasil uji reliabilitas adalah $\alpha = 0,871$.

Teknik Analisis Data

Untuk menguji hipotesis pada penelitian ini, penulis melakukan analisis regresi. Variabel *parenting style* ayah dan ibu, serta *CSE* menjadi prediktor terhadap *CA* mahasiswa. Skor *parenting style* terbagi berdasarkan *sub-scale* otoritatif, otoritarian, dan permisif. Analisis data pada studi ini juga memisahkan data yang diperoleh dari persepsi mahasiswa terhadap pola asuh ayah maupun pola asuh ibu.

Hasil

Tabel 1 menyediakan informasi sehubungan dengan karakteristik atau gambaran umum partisipan penelitian.

Penulis juga mengamati korelasi antar variabel sebagai uji pendahuluan sebelum melakukan analisis regresi. Hasil korelasi ini akan membantu penulis mencermati hasil analisis regresi dengan lebih detail.

Tabel 2 menunjukkan bahwa *parenting style* otoritarian ayah berkorelasi negatif terhadap *CA*. *Parenting style* permisif ibu berkorelasi negatif terhadap *CA*. Terakhir, *CSE* berkorelasi positif terhadap *CA* ($p < 0,05$). Hasil Tabel 2 juga menunjukkan bahwa *parenting style* ayah otoritatif tidak berkorelasi ter-

Tabel 1
Karakteristik Partisipan

	Jumlah	Persentase
Jenis Kelamin		
Laki-laki	104	74,8%
Perempuan	35	25,2%
Jurusan		
Teknik Sipil	33	23,7%
Teknik Elektronik	32	23,0%
Teknik Industri	66	47,5%
Sistem Komputer	8	5,8%
Usia		
17 tahun	2	1,4%
18 tahun	81	58,3%
19 tahun	47	33,8%
20 tahun	6	4,3%
21 tahun	2	1,4%
22 tahun	1	0,7%
Suku		
Sunda	26	18,7%
Jawa	17	12,2%
Batak	16	11,5%
Tionghoa	67	48,2%
Lainnya	13	9,4%

Tabel 2
Korelasi antara Parenting Style Ayah-Ibu dan College Self-Efficacy terhadap College Adjustment

Variabel	<i>r</i>	<i>Sig.</i>
<i>Parenting style (Ayah):</i>		
Otoritatif	0,156	0,067
Otoritarian	- 0,205	0,016
Permisif	- 0,068	0,426
<i>Parenting style (Ibu):</i>		
Otoritatif	0,130	0,127
Otoritarian	- 0,157	0,065
Permisif	- 0,169	0,047
<i>College self-efficacy</i>	0,454	0,000

hadap *CA*, *parenting style* ayah permisif tidak berkorelasi terhadap *CA*, *parenting style* ibu otoritatif tidak berkorelasi terhadap *CA*, dan *parenting style* ibu otoritarian tidak berkorelasi terhadap *CA* ($p > 0,05$).

Langkah selanjutnya adalah melakukan pengujian hipotesis berdasarkan analisis regresi. Hasil pengujian analisis regresi menunjukkan secara umum *parenting style* ayah, *parenting style* ibu, dan *CSE* berkontribusi terhadap *CA* mahasiswa tahun pertama Fakultas Teknik Universitas X ($R^2 = 0,27$, $F(7, 131) = 6,852$, $p < 0,001$) (lihat Tabel 3). Apabila dilihat dengan lebih spesifik, *parenting style* otoritatif ayah tidak berkontribusi signifikan terhadap *CA* partisipan ($\beta = 0,171$, $t(131) = 0,362$, $p > 0,05$). Hal ini berarti

Tabel 3
Analisis Regresi antara Parenting Styles dan College Self-Efficacy, terhadap College Adjustment

Variabel Prediktor	Beta	t	Sig.
<i>Parenting style</i> (ayah, otoritatif)	0,171	0,362	0,718
<i>Parenting style</i> (ayah, otoritarian)	- 0,446	- 1,456	0,148
<i>Parenting style</i> (ayah, permisif)	0,575	1,064	0,290
<i>Parenting style</i> (ibu, otoritatif)	0,050	0,136	0,892
<i>Parenting style</i> (ibu, otoritarian)	- 0,030	- 0,096	0,924
<i>Parenting style</i> (ibu, permisif)	- 1,015	- 2,043	0,043
<i>College self-efficacy</i>	1,206	5,797	0,000

Hipotesis 1 penelitian ini tidak didukung. *Parenting style* otoritarian ayah juga tidak berkontribusi signifikan terhadap *CA* partisipan ($\beta = - 0,446$, $t(131) = - 1,456$, $p > 0,05$). Hal ini berarti Hipotesis 2 tidak didukung. Selanjutnya, *parenting style* permisif ayah tidak berkontribusi signifikan terhadap *CA* partisipan ($\beta = 0,575$, $t(131) = 1,064$, $p > 0,05$). Hal ini berarti Hipotesis 3 tidak didukung.

Berdasarkan persepsi mahasiswa terhadap *parenting style* ibu, *parenting style* otoritatif ibu tidak berkontribusi signifikan terhadap *CA* partisipan ($\beta = 0,050$, $t(131) = 0,136$, $p > 0,05$). Hal ini berarti Hipotesis 4 penelitian ini tidak didukung. *Parenting style* otoritarian ibu juga tidak berkontribusi signifikan terhadap *CA* partisipan ($\beta = - 0,030$, $t(131) = - 0,096$, $p > 0,05$). Hal ini berarti Hipotesis 5 tidak didukung. Akan tetapi, *parenting style* permisif ibu berkontribusi signifikan dan negatif terhadap *CA* partisipan ($\beta = - 1,015$, $t(131) = - 2,043$, $p < 0,05$). Hal ini berarti Hipotesis 6 tidak didukung. Terakhir, *CSE* berkontribusi signifikan dan positif terhadap *CA* partisipan ($\beta = 1,206$, $t(131) = 5,797$, $p < 0,01$). Hal ini berarti Hipotesis 7 didukung.

Diskusi

Penelitian ini telah menganalisis kontribusi persepsi mahasiswa terhadap pola asuh orangtua (dari ayah dan ibu) serta *CSE* terhadap *CA* mahasiswa Fakultas Teknik Universitas X. Hasil penelitian secara umum menunjukkan persepsi partisipan terhadap pola asuh yang diterima dari kedua orangtua serta *CSE* berkontribusi signifikan terhadap rerata skor *CA* ($R^2 = 0,27$, $F(7, 131) = 6,852$, $p < 0,001$). Akan

tetapi, apabila dilihat lebih spesifik, tidak semua tipe pola asuh dari ayah dan ibu memberikan kontribusi yang signifikan.

Hipotesis pertama penelitian ini menguji kontribusi pola asuh otoritatif ayah terhadap *CA*. Hasil analisis data menunjukkan pola asuh otoritatif ayah tidak berkontribusi signifikan terhadap *CA* ($\beta = 0,171$, $t(131) = 0,362$, $p > 0,05$). Hal ini sesuai dengan penelitian terdahulu yang menemukan bahwa pola asuh otoritatif ayah tidak menentukan *CA* mahasiswa (Ross & Hammer, 2002). Pada penelitian terdahulu, *parenting style* terdistribusi secara tidak proporsional pada partisipan penelitian (Ross & Hammer, 2002). Sekitar 70% partisipan menganggap orang tua mereka memiliki gaya pengasuhan otoritatif, 28% partisipan menganggap orang tua menggunakan gaya pengasuhan otoriter, dan hanya 8% partisipan yang menganggap orang tua mereka memiliki gaya pengasuhan permisif. Sedangkan penelitian ini tidak menggolongkan *parenting style* orang tua, melainkan langsung mengorelasikannya dengan variabel *CA*.

Hipotesis kedua penelitian ini menguji kontribusi pola asuh otoritarian ayah terhadap *CA*. Hasil analisis data menunjukkan pola asuh otoritarian ayah tidak berkontribusi signifikan terhadap *CA* ($\beta = - 0,446$, $t(131) = - 1,456$, $p > 0,05$). Yang menarik, hasil uji korelasi menunjukkan pola asuh otoritarian ayah berkorelasi signifikan negatif terhadap *CA* ($r = - 0,205$; $p < 0,05$). Hasil analisis regresi sesuai dengan penelitian yang dilakukan oleh Schnuck dan Handal (2011) bahwa pola asuh otoritarian ayah tidak berkontribusi signifikan terhadap *CA*. Hal ini disebabkan karena mahasiswa telah memasuki fase remaja akhir, sehingga orientasi teman sebaya lebih berpengaruh daripada orang tua. Perbedaan temuan antara analisis regresi dan uji korelasi juga menunjukkan perbedaan tingkat kedalaman analisis data. Analisis regresi mampu mengungkap kontribusi suatu variabel dan interaksinya dengan prediktor lain terhadap *CA*. Oleh karena itu, penulis memaknai bahwa pola asuh otoritarian ayah tidak memprediksikan penyesuaian diri partisipan dalam menempuh pendidikan tinggi.

Hipotesis ketiga penelitian ini menguji kontribusi pola asuh permisif ayah terhadap *CA*. Hasil analisis data menunjukkan pola asuh permisif ayah tidak berkontribusi signifikan terhadap *CA* ($\beta = 0,575$, $t(131) = 1,064$, $p > 0,05$). Hasil ini sesuai dengan penelitian terdahulu bahwa pola asuh permisif ayah tidak berkontribusi signifikan terhadap *CA* (Alt, 2015). Hal ini dikarenakan hasil *mean parenting style* ayah permisif memperoleh skor terendah dibandingkan hasil *mean parenting style* yang lain.

Hipotesis keempat penelitian ini menguji kontribusi pola asuh otoritatif ibu terhadap *CA*. Hasil analisis data menunjukkan pola asuh otoritatif ibu tidak berkontribusi signifikan terhadap *CA* ($\beta = 0,050$, $t(131) = 0,136$, $p > 0,05$). Penelitian terdahulu menunjukkan bahwa *parenting style* ibu otoritatif tidak berkontribusi dengan penyesuaian perguruan tinggi (Schnuck & Handal, 2011). Hal ini dapat dikaitkan dengan tahap perkembangan mahasiswa di usia remaja akhir, yang lebih berorientasi pada hubungan dengan teman sebaya daripada orang tua. Di tahap ini, biasanya pola asuh orang tua bukan menjadi hal utama dan satu-satunya yang berperan terhadap *CA* mahasiswa di perguruan tinggi.

Hipotesis kelima penelitian ini menguji kontribusi pola asuh otoritarian ibu terhadap *CA*. Hasil analisis data menunjukkan pola asuh otoritarian ibu tidak berkontribusi signifikan terhadap *CA* ($\beta = -0,030$, $t(131) = -0,096$, $p > 0,05$). Hal ini sesuai dengan penelitian terdahulu yang menemukan bahwa pola asuh otoritarian ibu tidak menentukan *CA* mahasiswa (Schnuck & Handal, 2011). Pada fase remaja akhir, para mahasiswa sudah mencapai kemandirian, sehingga peran pola asuh yang mengekang dan penuh kendali sudah tidak lagi berpengaruh banyak dalam kehidupan mahasiswa.

Hipotesis keenam penelitian ini menguji kontribusi pola asuh permisif ibu terhadap *CA*. Hasil analisis data menunjukkan pola asuh permisif ibu berkontribusi signifikan dan negatif terhadap *CA* partisipan ($\beta = -1,015$, $t(131) = -2,043$, $p < 0,05$). Hasil ini sesuai dengan penelitian yang dilakukan oleh Schnuck dan Handal (2011) bahwa *parenting style* ibu permisif memiliki hubungan negatif terhadap *CA* di bidang personal-emosional pada mahasiswa wanita. Variabel ini merupakan satu-satunya prediktor pola asuh dari orang tua yang signifikan memprediksikan penyesuaian diri partisipan dalam menempuh pendidikan tinggi. Semakin rendah partisipan mempersepsikan penerimaan terhadap pola asuh permisif ibu, semakin tinggi pula *CA* dalam diri mahasiswa. Temuan ini menjadi catatan penting bahwa peran pengasuhan ibu yang membiarkan dan tidak memberikan tuntunan justru memberi kontribusi yang negatif bagi mahasiswa.

Hipotesis ketujuh penelitian ini menguji kontribusi *CSE* terhadap *CA*. Hasil analisis data menunjukkan bahwa *CSE* berkontribusi signifikan dan positif terhadap *CA* partisipan ($\beta = 1,206$, $t(131) = 5,797$, $p < 0,01$). Hal ini sejalan dengan penelitian yang dilakukan oleh Brady-Amoon dan Fuertes (2011) terhadap 275 mahasiswa Fordham University. Hasil peneli-

tiannya memaparkan bahwa *CSE* berpengaruh terhadap *CA*. Selain itu, Brady-Amoon dan Fuertes (2015) serta Sim dan Moon (2015) juga meneliti tema yang sama dan mendapat hasil bahwa *CSE* berpengaruh terhadap *CA* pada diri mahasiswa. Hal ini dapat diartikan bahwa semakin tinggi *CSE*, semakin tinggi pula *CA* pada diri mahasiswa, begitu pun sebaliknya.

Pemaparan hasil studi ini menunjukkan bahwa variabel *parenting style* yang berperan terhadap *CA* adalah pola asuh permisif ibu, yaitu berkontribusi signifikan dan negatif terhadap *CA* mahasiswa. Hasil ini menunjukkan bahwa semakin rendah pola asuh permisif ibu, maka semakin rendah pula *CA* mahasiswa, begitu pun sebaliknya. Variabel lainnya (pola asuh otoritatif ayah, pola asuh otoritarian ayah, pola asuh permisif ayah, pola asuh otoritatif ibu dan pola asuh otoritarian ibu), tidak berkontribusi signifikan terhadap *CA*. Dengan demikian, hasil menunjukkan hanya pola asuh permisif ibu yang berkontribusi terhadap *CA*. Salah satu penjelasan yang dapat menjelaskan temuan ini adalah ibu memiliki keterlibatan yang lebih tinggi daripada ayah dalam hal pengasuhan (Santrock, 2017). Studi juga menunjukkan bahwa tingkat pendidikan ibu menentukan luaran dari pendidikan anak (Abuya et al., 2018), serta ibu yang terlibat sejak dini dalam pengasuhan berkontribusi positif pada prestasi belajar anak (McBride et al., 2009). Oleh karena itu, peran pengasuhan ibu yang seimbang dapat membantu mahasiswa dalam menyesuaikan diri pada kehidupan akademiknya.

Selain *parenting style*, penelitian ini juga mengukur kontribusi *CSE* terhadap *CA*. Hipotesis peneliti bahwa *CSE* berperan terhadap *CA* diterima, yang artinya semakin tinggi *CSE* dalam diri mahasiswa maka akan semakin tinggi pula kemampuan *CA*, begitu juga sebaliknya. Hal ini dikarenakan subjek dalam penelitian ini merupakan mahasiswa tahun pertama di perguruan tinggi. Mahasiswa tahun pertama yang masuk dalam tahap perkembangan remaja akhir ini biasanya lebih berfokus pada hubungan dengan teman sebaya daripada dengan orangtua. Hal ini sesuai dengan pendapat Santrock (2017) yang menyatakan bahwa orientasi remaja terhadap teman sebaya lebih besar daripada orientasi terhadap orangtua mereka. Teman sebaya menjadi hal penting dalam kehidupan remaja untuk memenuhi kebutuhan sosial mereka. Remaja yang gagal mengembangkan persahabatan dengan teman sebaya akan mengalami kesepian dan harga diri yang rendah. Santrock (2017) juga mengungkapkan, remaja lebih bergantung pada teman sebaya daripada pada orangtua untuk memenuhi kebutuhan akan persahabatan. Hubungan dengan teman sebaya yang

positif dan mendukung pada masa remaja berhubungan dengan sejumlah hal positif, yaitu rendahnya tingkat kenakalan remaja, penyalahgunaan zat terlarang, perilaku seksual berisiko, perilaku *bullying*, dan tingkat pencapaian akademik yang lebih tinggi (Furman & Rose, 2015).

Keterbatasan dan Saran Penelitian

Subjek dalam penelitian ini didominasi oleh mahasiswa berjenis kelamin laki-laki, yaitu sebesar 74,8%. Hal ini dikarenakan penelitian dilakukan di Fakultas Teknik Universitas X, di mana mahasiswa Fakultas Teknik Universitas X didominasi oleh mahasiswa berjenis kelamin laki-laki. Hasil penelitian ini mungkin kurang dapat mewakili penelitian sejenis dengan jumlah partisipan yang cukup seimbang antara jenis kelamin laki-laki dan perempuan. Oleh karena itu, penelitian selanjutnya perlu memperhatikan proses *sampling* yang dapat memiliki kemampuan generalisasi pada populasi penelitian.

Keterbatasan lain dalam penelitian ini adalah pada tingkat kedalaman penjarangan dan analisis data, serta pemahaman terhadap variabel penelitian. Analisis data dilakukan dengan melakukan analisis regresi terhadap seluruh variabel pola asuh dan *CSE* secara

sekaligus. Analisis data ini tidak mampu menunjukkan kompleksitas seperti *direct effect* atau *indirect effect* pada tiap-tiap komponen variabel tersebut. Oleh karena itu, penelitian selanjutnya dapat mengkaji pengaruh mediasi variabel keyakinan diri, serta teknik penjarangan data pola asuh yang lebih akurat (misalnya, data diambil melalui evaluasi pola asuh dari partisipan ayah dan ibu mahasiswa).

Simpulan

Parenting style ayah otoritarian, *parenting style* ibu permisif, dan *CSE* memiliki peran terhadap *CA*. Berdasarkan pemaparan tersebut, maka ayah dan ibu disarankan untuk menggunakan *parenting style* secara bersama-sama agar berperan terhadap *CA*. Para mahasiswa Universitas X disarankan untuk belajar dengan sungguh-sungguh dalam bidang akademik, serta aktif mengikuti berbagai kegiatan kampus untuk meningkatkan kemampuan sosial. Hal ini dimaksudkan apabila ayah dan ibu dapat menggunakan *parenting style* secara bersama-sama dan para mahasiswa memiliki *CSE* yang tinggi, maka para mahasiswa tahun pertama dapat menjalani transisi dari Sekolah Menengah Atas ke perguruan tinggi dengan lebih baik.

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