

The Influence of Tiger Parenting Tendencies on Adolescent Independence in Students of Muhammadiyah 2 High School Yogyakarta

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ABSTRACT

This research aims to examine the influence of tiger parenting tendencies on adolescent independence in class XI students at SMA Muhammadiyah 2 Yogyakarta. The sample for this research was 77 class XI students of SMA Muhammadiyah 2 Yogyakarta. The method used in this research is a quantitative method using a scale as a data collection tool. This research uses the Independence Scale and the Tiger Parenting Scale. Data analysis in this study used simple linear regression analysis with the help of the Statistical Product and Service Solutions (SPSS) program version IBM 19.0 for Windows. Based on the results of this analysis, it shows that tiger parenting tendencies have a positive and significant influence on adolescent independence with a correlation coefficient obtained of 0.251 with $p = 0.027$ ($p < 0.005$). The magnitude of the influence of tiger parenting tendencies on adolescent independence is 6.3%. Based on the research results, it can be concluded that tiger parenting tendencies have a positive and significant influence on adolescent independence. The higher the tiger parenting tendency, the higher the adolescent's independence. On the other hand, the lower the tendency for tiger parenting, the lower the adolescent's independence.

Keywords: adolescent, independence, tiger parenting.

Introduction

Adolescence is frequently defined as a transition toward adulthood, a phase where individuals begin to integrate into adult society. This period is also characterized as a stage of transformation; notably, many adolescents exhibit ambivalence regarding these changes. They both desire and demand autonomy, a pursuit of freedom that necessitates the development of independence as a prerequisite to achieving it.

According to Nicolson & Ayers (2004), independence is defined by how individuals acquire a sense of self-control, enabling them to develop the desire to be themselves—a fundamental prerequisite for achieving personal identity during adolescence. Furthermore, Steinberg (2013) defines autonomy as an individual's capacity to behave and act in accordance with their own volition. According to Steinberg (2013), autonomy in adolescence encompasses three primary dimensions: (a) emotional autonomy, (b) behavioral autonomy, and (c) value autonomy.

Research conducted by Bafadal (2019) revealed that among 20 adolescent respondents in Lendang Nangke village, 16 individuals exhibited low levels of independence. This deficit in autonomy is associated with several factors, including emotional maturity, ethical behavior, behavioral and economic independence, as well as a diminished sense of responsibility. Observations and written tests conducted by Maulida, Nuraila, & Hasanah (2017) among students at SMP Negeri 2 Bogor revealed that while 70 students demonstrated a strong conceptual understanding of independence,

their practical application remained insufficient. Specifically, 37% of students admitted to cheating during exams, a behavior that indicates a significant lack of autonomy.

Covey (1997) asserts that an independent individual is characterized by several attributes: (a) the physical capacity to work autonomously, (b) the mental ability to think and make decisions independently, and (c) the creative capability to express ideas in an easily understood manner. Furthermore, (d) they are emotionally accountable for their own actions and activities.

According to Steinberg (2013), low levels of autonomy place adolescents at risk of developing depressive symptoms and experiencing low self-esteem. Conversely, the benefits of autonomy allow adolescents to make wise decisions, take full responsibility for their choices, and remain resilient against negative peer or environmental influences.

Santrock (2013) identifies environment, parenting styles, and education as the primary factors influencing autonomy. Among these factors, parenting warrants further examination. Baumrind (1991) contends that parenting is fundamentally a form of parental control, representing the attitudes and treatments parents direct toward adolescents. Each of these approaches exerts a distinct influence on adolescent behavior, particularly regarding their emotional, social, and intellectual competencies.

Baumrind (1991) delineates four parenting models: authoritative, authoritarian, permissive, and neglectful. Meanwhile, Kim (2013) categorizes parenting styles into tiger parenting, supportive parenting, harsh parenting, and easygoing parenting. Consequently, this study aims to examine the influence of tiger parenting tendencies on adolescent autonomy.

Hean (2019) defines tiger parenting as a strict and demanding parenting model that emphasizes the attainment of high academic achievement for children. Furthermore, Hean (2019) posits that tiger parenting comprises two dimensions: (a) the positive dimension (which includes warmth, inductive reasoning, monitoring, and democratic practices; and (b) the negative dimension (consisting of hostility, shaming, psychological control, and punishment).

The objective of this study is to examine the influence of tiger parenting tendencies on adolescent autonomy among students at SMA Muhammadiyah 2 Yogyakarta. The hypothesis of this research posits that there is a positive influence of tiger parenting tendencies on adolescent autonomy in students at SMA Muhammadiyah 2 Yogyakarta. It is anticipated that a higher tendency toward tiger parenting will correlate with higher levels of adolescent autonomy. Conversely, a lower tendency toward tiger parenting is expected to result in lower levels of autonomy.

Method

This study employs a quantitative method using two measurement instruments: an autonomy scale and a tiger parenting scale. The reliability of each scale was assessed using the single-trial administration method. Data analysis was conducted using simple linear regression techniques, processed with SPSS version 19.

The population of this study consists of 322 eleventh grade students at SMA Muhammadiyah 2 Yogyakarta. The sample was determined using a purposive sampling technique, resulting in 77 eleventh-grade students. The margin of error for this study was set at 10% of the total population mentioned above.

Results

Based on the normality test results using Unstandardized Residual data, a Kolmogorov-Smirnov (KS-Z) index of 0.641 was obtained with a significance level of 0.809 ($p > 0.05$). Consequently, it can be concluded that the residual values in this study's regression model are normally distributed. The result of the normality test can be seen in table 1.

Table 1. Normality test result

Data	K-SZ Score	Sig.	Information
Unstandardized Residual	0,641	0,0806	Normal

Based on the linearity test results between tiger parenting tendencies and adolescent independence, the significance value for F-Linearity was 0.015 ($p < 0.05$), while the significance value for F-Deviation from Linearity was 0.067 ($p > 0.05$). These results indicate that the two variables have a linear relationship. The result of the linearity test can be seen in table 2.

Table 2. Linearity test result

Variable	Linearity	SD linearity	Information
	Sig. (p)	Sig. (p)	
The influence of tiger parenting tendencies on adolescent independence	0,015	0,067	Linear

Once the assumption tests were satisfied, the next step was to conduct hypothesis testing. The hypothesis testing in this study employed simple linear regression analysis, calculated using IBM SPSS version 19.0. Based on the analysis of the influence of tiger parenting tendencies on adolescent independence, the results yielded a correlation coefficient of 0.251 and a significance level of 0.027 ($p < 0.05$). Consequently, the hypothesis is accepted, indicating that tiger parenting tendencies have a positive and significant influence on adolescent independence. The higher the tendency toward tiger parenting, the higher the level of adolescent independence. The results of the simple linear regression test can be seen in table 3.

Table 3. Simple linear regression analysis result

Variable	R	R _{square}	F	Sig. (p)	Information
The influence of tiger parenting tendencies on adolescent independence	0,251	0,063	5,056	0,027	Hypothesis accepted

The results of the categorization of adolescent independence and tiger parenting variables are based on empirical scores and can be seen in the following table.

Table 4. Categorization of adolescent independence variables

Variable	Categorization	Subject	
		Frequency	Percentage
Adolescent independence	Low	12	15,6%
	Moderate	52	67,5%
	High	13	16,9%
	Total	77	100%

Based on the categorization of the adolescent independence variable mentioned above, it can be concluded that the majority of eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta fall into the moderate category.

Table 5. Categorization of tiger parenting

Variable	Categorization	Subject	
		Frequency	Percentage
Adolescent independence	Low	11	14,3%
	Moderate	51	66,2%
	High	15	19,5%
	Total	77	100%

Based on the categorization of the variable above, it can be concluded that the tendency of tiger parenting among eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta falls predominantly within the moderate category.

Discussion

This study aims to examine the influence of tiger parenting tendencies on adolescent independence among eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta. The hypothesis of this research is that there is a positive influence of tiger parenting on the independence of eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta.

Based on the hypothesis testing using regression analysis, the results yielded a correlation coefficient of 0.251 with a significance level of 0.027 ($p < 0.05$). The influence of the tiger parenting variable on adolescent independence was found to be 6.3%, while the remaining 93.7% is influenced by other factors not examined in this study, such as environment, education, and intelligence. The findings indicate that tiger parenting tendencies have a positive and significant influence on adolescent independence. Specifically, a higher tendency toward tiger parenting correlates with higher levels of adolescent independence. Thus, the researcher concludes that the hypothesis proposed in this study is accepted.

Based on the descriptive analysis of the adolescent autonomy variable, the majority of eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta fall into the moderate category, accounting for 66.2% (51 students). This indicates that the subjects possess a sufficient level of autonomy. Similarly, for the tiger parenting variable, the majority of subjects are in the moderate category, with a percentage of 67.5% (52 students), suggesting that the subjects tend to experience a moderate level of tiger parenting.

The results of this study are supported by the research conducted by Fauziah & Maemonah (2020), which analyzed that one of the positive impacts of tiger parenting is that children become independent at the appropriate time. This is also in line with the interview findings by Kim et. al (2012), which suggest that one of the outcomes of tiger parenting due to its emphasis on self-

reliance is that children grow up to be more independent.

Research conducted by Ibrahim et al. (2022) found that an impact of tiger parenting is that children develop independence, characterized by the ability to take responsibility for their decisions and perform daily activities without relying on others. Furthermore, they demonstrate the capacity to adapt to various situations and consider external feedback and criticism.

A limitation of this study is the relatively small number of participants involved during the pilot testing phase. The limited sample size during this initial stage may affect the robustness of the instrument's reliability and validity assessments.

Conclusion

Based on the analysis and discussion, it can be concluded that there is a significant positive influence of tiger parenting tendencies on adolescent autonomy among eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta. A higher tendency toward tiger parenting is associated with increased levels of adolescent autonomy. Conversely, a lower tendency toward tiger parenting correlates with lower levels of autonomy among these adolescents.

Tiger parenting tendencies contribute 6.3% to the variance in adolescent autonomy. This indicates that a substantial 93.7% of adolescent autonomy is influenced by other factors beyond tiger parenting that were not examined in this study. Furthermore, descriptive analysis reveals that both adolescent autonomy and tiger parenting tendencies among eleventh-grade students at SMA Muhammadiyah 2 Yogyakarta primarily fall within the moderate category.

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