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## The Impact of Family Parenting Patterns on Students' Self-Confidence in Socializing in the Community in Rambung Dalam, South Binjai

Ananda Indri Anisya<sup>1</sup>, Juliani<sup>2</sup>, Ihsan Maulana<sup>3</sup>,

Mhd Abdi Fadillah Ritonga<sup>4</sup>, Mhd Raihan Nasution<sup>5</sup>

<sup>1,2,3,4,5</sup> Institut Syekh Abdul Halim Hasan Binjai, Indonesia

Email: [anandaindri11@gmail.com](mailto:anandaindri11@gmail.com)<sup>1</sup>, [juliani@insan.ac.id](mailto:juliani@insan.ac.id)<sup>2</sup>,

[im926900@gmail.com](mailto:im926900@gmail.com)<sup>3</sup>, [abdiritonga19@gmail.com](mailto:abdiritonga19@gmail.com)<sup>4</sup>, [mhdraihannst28@gmail.com](mailto:mhdraihannst28@gmail.com)<sup>5</sup>

### ABSTRACT

*Parenting style plays a crucial role in shaping a child's personality and self-confidence from an early age. Self-confidence is a key psychological aspect needed for successful social interaction, especially for university students who are increasingly exposed to broader social environments. Students in Rambung Dalam, Binjai Selatan, come from diverse family backgrounds, which results in varied parenting styles and levels of self-confidence. This study aims to analyze how parenting styles influence students' self-confidence in their social interactions within the community. This research employs a qualitative approach using a descriptive method. Data collection techniques include in-depth interviews, direct observation, and documentation involving students residing in Rambung Dalam who have experienced different forms of parental upbringing. The participants were selected purposively based on specific criteria, such as living with their parents or having a clear history of parental involvement. The findings reveal that students raised in a democratic parenting environment tend to have higher self-confidence. They communicate effectively, participate actively in social activities, and are not afraid to express their opinions. In contrast, students who were raised with an authoritarian parenting style often exhibit passive behavior, self-doubt, and social withdrawal. Meanwhile, those who experienced permissive parenting tend to have unstable self-confidence, especially when faced with social pressures or responsibilities. The study concludes that parenting style significantly affects the development of students' self-confidence. A supportive, communicative, and balanced parenting style is essential in fostering confident individuals who can engage in healthy social interactions within the community. These findings highlight the importance of proper parenting in shaping young adults who are self-assured, socially adaptable, and capable of contributing positively to society.*

### ABSTRAK

Pola asuh keluarga memiliki peran penting dalam membentuk kepribadian dan kepercayaan diri anak sejak dini. Kepercayaan diri merupakan salah satu aspek psikologis yang sangat dibutuhkan dalam proses bersosialisasi, terutama bagi mahasiswa yang mulai menghadapi lingkungan sosial yang lebih luas. Mahasiswa di Rambung Dalam, Binjai Selatan, berasal dari latar belakang keluarga yang beragam, sehingga menunjukkan variasi dalam pola asuh dan tingkat kepercayaan diri. Penelitian ini dilakukan untuk menganalisis bagaimana pola asuh keluarga memengaruhi kepercayaan diri mahasiswa dalam bersosialisasi di masyarakat. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Teknik pengumpulan data dilakukan melalui wawancara mendalam, observasi langsung, dan dokumentasi terhadap mahasiswa yang tinggal di Rambung Dalam dan memiliki pengalaman pengasuhan keluarga yang berbeda. Subjek penelitian dipilih secara purposive dengan kriteria tertentu seperti masih tinggal bersama orang tua atau memiliki riwayat pengasuhan yang dapat ditelusuri. Hasil penelitian menunjukkan bahwa mahasiswa yang dibesarkan dengan pola asuh demokratis cenderung memiliki kepercayaan diri tinggi. Mereka mampu berkomunikasi dengan baik, aktif dalam kegiatan sosial, dan tidak takut menyampaikan pendapat. Sementara itu, mahasiswa yang dibesarkan dalam pola asuh otoriter menunjukkan sikap pasif, penuh keraguan, dan cenderung menarik diri dari lingkungan sosial. Pola asuh permisif menghasilkan mahasiswa dengan kepercayaan diri yang kurang stabil, terutama ketika dihadapkan pada tekanan sosial atau tanggung jawab. Kesimpulan dari penelitian ini adalah bahwa pola asuh keluarga memiliki pengaruh signifikan terhadap pembentukan kepercayaan diri mahasiswa. Pola asuh yang terbuka, komunikatif, dan penuh dukungan menjadi kunci dalam membentuk mahasiswa yang percaya diri dan mampu bersosialisasi secara sehat di masyarakat.

### ARTICLE INFO

#### Keywords

Parenting Style

Self-Confidence

Student Socialization

## **PRELIMINARY**

Family parenting is the main foundation in the formation of a child's personality, which directly or indirectly affects various aspects of his psychological development. One important aspect that is formed since childhood through parenting is self-confidence. Self-confidence is one of the indicators of an individual's success in living a social life, including in the process of socializing with the wider community.

The role of the family as the first educational environment for children is very important in instilling basic values of life. The way parents educate, guide, and provide attention to children will shape the character and mental attitude of children in facing various social situations (Hadisi & Muna, 2015). In the context of students, self-confidence that is formed early on will greatly influence how they interact, express opinions, and build social relations in the campus environment and the surrounding community.

Socializing is not a skill that appears instantly, but rather the result of a long learning process influenced by previous life experiences, including experiences within the family. Students who have a supportive, loving, and democratic parenting background tend to be more confident in socializing. Conversely, students who grow up in an authoritarian or permissive family environment often experience obstacles in building healthy social relationships (Saragih, 2021).

In the Rambung Dalam area of South Binjai, students come from diverse family backgrounds, both in terms of culture, economy, and parenting patterns. These differences in parenting patterns have varying impacts on their self-confidence. This phenomenon is interesting to study further considering the important role of self-confidence in shaping the quality of healthy and constructive social interactions in society.

Various developmental psychology theories, such as Erikson's theory of psychosocial developmental stages, explain that self-confidence is formed through an individual's success in passing certain developmental tasks. In this case, the family plays an important role in supporting individuals through this crucial period. In addition, Bowlby and Ainsworth's attachment theory also reinforces that the quality of the emotional relationship between parents and children greatly determines the development of a child's self-confidence.

This study is relevant to describe the extent to which the role of family parenting patterns in shaping students' self-confidence, especially in the context of socializing in society. By understanding this relationship, it is hoped that solutions or recommendations can be found that are beneficial for families, educators, and educational institutions in supporting the formation of self-confidence in the younger generation (Nasir, 2020).

Therefore, this study aims to analyze the impact of family parenting patterns on students' self-confidence in socializing, focusing on students living in the Rambung Dalam area of South Binjai. This study is not only academically important, but also has practical value in increasing public awareness of the importance of appropriate parenting patterns to create a young generation that is confident and able to contribute positively to social life (Hasibuan, 2020).

## **METHOD**

This research method uses a qualitative approach with a descriptive research type. This approach was chosen because the focus of the research is to understand in depth how family parenting patterns affect students' level of self-confidence in socializing in society, especially in the Rambung Dalam area, South Binjai. Qualitative research allows researchers to explore the experiences, perceptions, and subjective meanings of students regarding the influence of the parenting patterns they received since childhood on their social attitudes in the surrounding environment. The subjects in this study were students who live in Rambung Dalam and were selected purposively, namely based on certain criteria that were considered relevant, such as students who still live with their parents or have direct experience with family parenting patterns. Data collection techniques were carried out through in-depth interviews, observation, and documentation. Interviews were conducted in a semi-structured manner to provide space for informants to tell their experiences and views (Assingkily, 2021). Observations were used to directly observe students' social behavior in everyday life, while documentation was used as complementary information, such as personal notes or data from related institutions. The data obtained were analyzed using thematic analysis techniques.

## FINDINGS AND DISCUSSION

### *Findings*

#### ***Family Parenting Patterns Applied to Students in Rambung Dalam, South Binjai***

The results of the study showed that the parenting patterns applied to students in Rambung Dalam, South Binjai varied greatly. Most respondents said that they were raised in a family environment with a democratic parenting pattern. In this parenting pattern, parents provide attention, affection, and opportunities for children to express opinions and make their own decisions with careful consideration. Students who were raised with this parenting pattern admitted that they were more comfortable discussing, dared to express ideas, and were not afraid of being wrong because they felt appreciated by their parents since childhood.

However, there are still some students in Rambung Dalam Binjai Selatan who experience authoritarian parenting, where parents apply strict rules and do not give children space to express their opinions. Students who grow up with this parenting style tend to experience psychological stress, are afraid of making mistakes, and lack the ability to make decisions independently. They are used to receiving orders without discussion, so they are less used to expressing their views openly in social environments.

On the other hand, permissive parenting is also found in a small number of cases, where parents give their children too much freedom without clear boundaries. Students who experience this pattern generally show less controlled behavior, are not used to receiving criticism, and tend to be less confident in socializing because they do not have sufficient guidelines or direction in forming social attitudes. They feel confused when faced with rules or social responsibilities in society.

From the various types of parenting patterns found in Rambung Dalam, South Binjai, the approach of parents in educating children from an early age greatly influences the formation of children's basic character, especially in terms of the courage to interact, take the initiative, and face social challenges. The communication factor in the family also plays an important role, because families who are open in communicating help students build a sense of security and strong self-confidence. Thus, it can be concluded that the parenting patterns applied by parents in Rambung Dalam, South Binjai provide an initial foundation in forming students' perspectives, attitudes, and social skills. The more positive the parenting patterns applied, the greater the opportunity for students to grow into confident and resilient individuals in the social environment (Putri, 2018).

#### ***Level of Student Self-Confidence in Socializing in Rambung Dalam, South Binjai***

In this study, it was found that the level of self-confidence of students in Rambung Dalam, South Binjai varies greatly, depending on how they were raised by their families. Students who have a supportive family background and provide full attention tend to be more confident in interacting with the community. They feel comfortable communicating, easily adapt to new environments, and do not hesitate to express ideas or opinions in public.

On the other hand, students who come from less supportive families, such as families with one-way or stressful communication, show low levels of self-confidence. They tend to be passive, hesitant in making social decisions, and experience anxiety when having to speak in public or interact with new people in the Rambung Dalam Binjai Selatan community. This happens because since childhood they are not used to being given space to express themselves openly and independently.

The form of self-confidence that is seen in students in Rambung Dalam South Binjai can be seen from their involvement in social activities such as religious studies, youth organizations in mosques, and other community activities. Students with good self-confidence also show an open attitude to criticism and can manage social conflicts calmly and in a solution-oriented manner. They tend to be more active and adaptive when involved in social activities that require courage and self-confidence.

This supporting factor of self-confidence does not only come from parenting patterns but is also influenced by other social experiences. However, parenting patterns are the main foundation that determines how someone views themselves and assesses their abilities in dealing with social situations. When students feel supported and accepted by their families, their self-confidence will be stronger when socializing in the surrounding environment.

Therefore, the level of self-confidence of students in socializing in Rambung Dalam Binjai Selatan is not something that is formed suddenly, but rather the result of parenting patterns and habits in the

family. A family environment that can foster a sense of being appreciated and given responsibility will shape students' personalities who are confident in their abilities in society (Siregar, 2019).

***The Influence of Parenting Patterns on Students' Self-Confidence in the Social Context in Rambung Dalam, South Binjai***

Analysis of the research results shows that there is a close relationship between family parenting patterns and the level of self-confidence of students in Rambung Dalam, South Binjai in a social context. Students who are raised with a democratic parenting pattern show better social performance, such as being active in community activities, having effective communication skills, and being able to adapt to various groups. This parenting pattern instills the values of responsibility, honesty, and courage in expressing opinions, which are important capital in building social self-confidence.

On the other hand, students who are raised in an authoritarian parenting style tend to have difficulty adjusting to society. They feel doubtful, afraid of being criticized, and are less able to build open social relationships. This has a direct impact on their self-confidence when they must face social situations that require initiative and communication skills. In the Rambung Dalam Binjai Selatan environment, students with this background seem less involved in social activities or choose to be observers rather than active actors.

Permissive parenting also has a different impact, where students tend to have unstable self-confidence. They feel free, but when faced with responsibility or social pressure, they become unprepared and tend to avoid it. Their self-confidence is built not on proven competence, but on undirected freedom, so it is easily shaken when faced with criticism or social demands.

From the research findings in Rambung Dalam Binjai Selatan, it is seen that students' self-confidence in socializing is greatly influenced by their experiences in the family. A supportive family environment and building healthy communication from an early age will form individuals who are not only able to socialize, but also have a resilient attitude in facing social dynamics in the community.

Therefore, it is important for parents and family environments in Rambung Dalam Binjai Selatan to understand that the parenting patterns applied will determine the quality of their children's social lives in the future. By implementing a balanced parenting pattern, providing space for discussion, and building self-confidence from an early age, a generation of students will be formed who are ready to compete and play an active role in society (Nasir, 2020).

***Discussion***

Presenting the results of research regarding family parenting patterns and students' self-confidence in socializing in Rambung Dalam Binjai Selatan shows that there is a close relationship between the way parents educate children from childhood and the child's ability to build social interactions in adulthood. Students who grew up in a family environment with a democratic upbringing seem more confident in socializing, active in social activities, and brave enough to express their opinions. This is in line with Diana Baumrind's parenting theory, which states that democratic parenting encourages the development of independence, a sense of responsibility and healthy decision-making abilities in children. Children from democratic families tend to feel appreciated, which strengthens their self-esteem and courage in social environments (Maharani, 2019).

In contrast, students who experience authoritarian parenting tend to show passive social behavior, are full of doubt, and are uncomfortable interacting openly with the community. This is in accordance with Erik Erikson's view in his psychosocial stages, especially in the identity vs role confusion phase, where individuals need support to explore their identity. Authoritarian parenting that is oppressive and minimal dialogue hinders this process, so students who are raised in an environment like this find it more difficult to form a strong social identity and feel less confident when facing social challenges. They grow up in a culture of fear of mistakes, so they feel anxious and reluctant to appear in public (Lubis, 2021).

On the other hand, permissive parenting also has a significant impact on the formation of self-confidence. Students from permissive families, although given freedom, often show an inability to face social demands that require responsibility and assertiveness. Albert Bandura's self-regulation theory explains that self-confidence is not only formed from freedom of action, but also from real experience in regulating behavior and receiving feedback. In permissive parenting, due to the lack of direction and boundaries, children tend to grow up without clear guidelines, so that when they are adults they have

difficulty understanding social boundaries and feel unprepared to face environmental pressures (Dewi, 2019).

Furthermore, the results of this study also strengthen Urie Bronfenbrenner's developmental ecology theory, which places the family as the microenvironment that has the most influence on individual development. Children's experiences in the family become the initial foundation in shaping their ability to adapt and interact in a wider social system. When students come from communicative, warm, and supportive families, they will find it easier to build self-confidence in the community, such as joining organizations, religious studies, or discussion forums. However, if the family becomes a place full of pressure or indifference, students tend to withdraw from the social environment because they do not have positive experiences in building relationships (Andriani, 2018).

Thus, this study clarifies that parenting patterns not only have an impact on childhood, but also continue into adulthood, especially in shaping self-confidence in socializing. This finding is important for parents and educators in Rambung Dalam, South Binjai, to realize the central role of the family in shaping children's social character. The application of a balanced parenting pattern, with a combination of affection, clear rules, and open communication, will shape a young generation that is confident, resilient, and ready to be an active part of community life (Fadillah, 2020).

## **CONCLUSION**

Based on the results of the study conducted in Rambung Dalam, South Binjai, it can be concluded that family parenting patterns have a significant influence on the level of student self-confidence in socializing with the community. Democratic parenting patterns have been proven to encourage the formation of strong self-confidence, independence, and healthy socialization skills, as emphasized in the theories of Diana Baumrind and Erik Erikson. In contrast, authoritarian and permissive parenting patterns show negative impacts, both in the form of a lack of courage to interact and unpreparedness to face social challenges, in line with Erikson's psychosocial theory and Bandura's self-regulation. These results also strengthen Urie Bronfenbrenner's view of the importance of the family environment as a foundation for individual social development. Therefore, it is important for parents and educators in the region to implement balanced and communicative parenting patterns to form a young generation that is confident, independent, and able to actively participate in community life.

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