

The Role of Positive Parenting Support in Developing Self-Leadership Among Grade XI Adolescents at Madrasah Aliyah Swasta Ubudiyah P. Brandan

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ABSTRACT

Self-leadership equips teenagers with self-awareness, responsibility, and motivation to navigate the transitions more effectively. These skills form a crucial foundation for self-reliance, future success, and the ability to make choices that align with their values and life goals. This study aims to determine the impact of positive parenting on teenage self-leadership. This study was conducted at the Ubudiyah P. Brandan Private Islamic High School. This research method uses a non-test technique in the form of a questionnaire. The sample of this study consisted of 65 XII students. The sampling technique was carried out using the Slovin formula, resulting in a total of 56 samples. This study uses a simple regression analysis to see how much impact Positive Parenting has on the Self-Leadership of Grade XI Adolescents at the Ubudiyah P. Brandan Private Islamic High School. The results of the study indicate that there are positive influences of parenting on self-leadership in students at Ubudiyah P. Brandan Binjai Private Islamic High School, with a significance test of $P < 0.000$ and the equation $Y = 9.99 + 0.90X$.

Furthermore, based on the test results, the variable's influence is reflected in an R-Square value of 0.996 (99.6%). This data shows that there is a significant influence of self-compassion on resilience, with a 99.6% effect. At the same time, other factors influence 0.4%.

Keywords : Positive Parenting, Self-Leadership, Teenagers

INTRODUCTION

Adolescence is a transitional period, also referred to as the stage of development that children experience during this time. Adolescence is defined as a transitional phase between childhood and adulthood, characterized by biological, cognitive, and socioemotional changes (Karlina, 2020, p. 150). The most commonly used adolescent age limit by experts encompasses children aged 12 to 21 years and is generally divided into three groups (Rizkyta and Fardana, 2017: 2). First, there is the 12-15 years of age category, which includes early adolescence. Second, the age of 15-18 years, which includes middle adolescence. Third, 18-21 years old, which is considered late adolescence (Monks in Nislawaty, 2022: 121).

Adolescence is a period of high energy, during which the individual's development is optimal, enabling them to develop reasoning skills that enhance their moral judgment and

social awareness (Shidiq & Raharjo, 2018, p. 180). In addition, deviant behavior often occurs during adolescence. Common deviant behaviors among adolescents include fighting, loitering, skipping school, leaving home without permission, taking parents' belongings without permission, drug abuse, premarital sex, promiscuity, and rape (Jasmisari & Herdiansah, 2022, p. 138).

The crisis during adolescence often involves various deviant behaviors that can develop into disruptive and risky habits, such as actions that violate the law and those that contravene social norms. The increasing prevalence of deviant behavior among adolescents can jeopardize the nation's condition because the future of the nation lies in the hands of adolescents (Azhar et al., 2021, p. 450). Adolescents who grow up in dysfunctional families are more likely to become delinquent than those who grow up in harmonious families and have a positive self-image (Dianasari et al., 2022, p. 45). Therefore, parenting styles are among the key factors influencing adolescent behavior.

Parents are the primary figures in shaping their children's character (Mude, 2021, p. 68). Parenting style refers to the interaction between parents and children, where parents aim to stimulate their children by modifying their behavior, knowledge, and values, which are considered most appropriate by the parents so that children can become independent, grow, and develop healthily and optimally (Sukamto and Fauziah, 2021: 294). Parents must possess sufficient knowledge and skills in childcare and education. Through good parenting, the child's personality will also be good (Indrawati, 2020, p. 202).

A study reveals that parenting is a relationship between parents and children, founded on love and aimed at having a positive impact on both parties. One parenting style that parents can apply is positive parenting. Positive parenting is a parenting process based on social learning that establishes clear rules, provides guided direction, gives clear and calm instructions, applies planned neglect, and enforces logical consequences (Sanders in Nugroho and Cahyanti, 2023: 10).

Positive parenting has a significant influence on students' self-confidence. This implies that for students to develop optimal self-confidence, parents must provide positive parenting to their children in an effective manner (Pangestu et al., 2020, p. 41). To provide effective positive parenting to children, several aspects must be considered. There are six aspects of positive parenting: nurturing, structuring, stimulation, recognition, empowerment, and freedom from violence (Mauna, 2021, p. 135).

These aspects can demonstrate love, acceptance, and joy toward children; create a good family environment; support informal and formal learning for children; show interest and consider children's ideas in family decision-making; demonstrate parents' capacity to support children's development; and avoid verbal or physical violence toward children (Dearly et al., 2021, p. 44). Through positive parenting, leadership attitudes can be formed in children (adolescents).

According to Syadzili (2018: 1), in essence, every human being is a leader. Therefore, adolescents are also leaders, at least leaders of themselves, known as self-leadership. Self-leadership is a behavior that forms a basic skill process that individuals must develop in order to live their lives well by their individual goals (Kuntari, 2018: 3). If adolescents have good

self-leadership attitudes, they can live their lives well; conversely, if adolescents do not have good self-leadership attitudes, it can lead to various problems (Kuntari, 2018, p. 3).

Leadership during adolescence includes self-leadership. Self-leadership is a combination of cognitive aspects, which involve processes carried out to influence and motivate oneself, and behavioral aspects, which involve processes used to direct and manage behavior to achieve desired goals (Barus, 2022, p. 64). Self-leadership is often presented as a key mechanism for empowering and successfully implementing leadership. This form of leadership can also become one of the ways to lead others more effectively. In collaborative and distributed work environments, there is a real need for individuals who can develop self-leadership in setting priorities, taking initiative, and solving emerging problems. One positive aspect of self-leadership is that anyone can develop this skill through self-directed practice (Indahary et al., 2021, p. 88).

Based on observations of 11th-grade students at the Ubudiyah Pangkalan Brandan Private Islamic High School, it was found that students are not yet fully able to control and manage themselves. Students often follow their peers in making decisions related to school activities. For example, students participate in scouting activities to follow their friends, even though these activities do not align with their interests. Students still lack aspirations, often arrive late, skip classes, forget to complete their homework, procrastinate on tasks assigned by teachers, and frequently play games during class hours. Interviews conducted by with several students revealed that their parents pay little attention to the mistakes students make in their school education. This leads to the repetition of such mistakes by the students.

Given this situation, self-leadership must be instilled in every student during their teenage years. One approach that can influence or instill the values of self-leadership in teenagers is through positive parenting. Unfortunately, research on the impact of positive parenting on an individual's self-leadership remains very limited.

METHODS

This study employs quantitative methods to investigate the positive impact of parenting on self-leadership among 11th-grade students at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan. The research variables include self-leadership (the process of individuals controlling themselves, measured using a self-leadership scale with indicators of self-awareness, self-direction, self-management, and self-accomplishment (Barus, 2022)) and positive parenting with indicators of nurturing and mutual respect measured using a positive parenting scale with indicators of proactive parenting, positive reinforcement, warmth, and supportiveness (Elizabeth, 2020). The research population consisted of all 11th-grade students ($n = 65$), and the sample size was 56 students selected through random sampling using the Slovin formula. Data collection was conducted by distributing a closed-ended questionnaire to the research sample. The validity of the instruments was tested using SPSS through a comparison of correlation coefficients and product-moment table values, while reliability was assessed using Cronbach's Alpha formula. The research procedure included problem formulation, literature review, hypothesis formulation, method determination, instrument development, data collection and analysis, and conclusion drawing. Hypothesis testing used simple linear regression, with decisions based on the significance value (sig)

from the regression output: if $\text{sig} > 0.05$, the null hypothesis (H_0) is accepted; if $\text{sig} \leq 0.05$, the null hypothesis is rejected.

RESULTS

Data Description

The data obtained in this study is positive parenting and self-leadership data from 56 grade XI students at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan. Based on the research conducted, the data obtained will be explained in the description below:

Table 1. Statistical Data Description

Data	Positif Parenting	Self Leadership
Valid N	56	56
Missing	0	0
Mean	85,25	87,14
Median	83,5	84,5
Std. Deviation	19,82	17,96
Minimum	52	58
Maximum	126	125
Sum	4774	4880

Based on the data in Table 4.1 above, we can see that the number of subjects or research samples was 59 adolescents. On the positive parenting scale, the minimum score obtained was 52, the maximum score was 126, the mean was 85.25, and the standard deviation was 19.82. Additionally, on the self-leadership scale, the lowest score was 58, the maximum score was 125, the mean was 84.5, and the standard deviation was 17.96.

Average Trend Category for Each Variable

The data analysis conducted to determine the average trend for each variable was based on the grouping of the average trend levels for each variable. To interpret the average trend for each variable, the researchers used the following references (Muhid, 2019):

- If the hypothetical mean is less than the empirical mean, then it can be concluded that the variable is high on average.
- If the hypothetical mean $>$ empirical mean, then it can be concluded that the variable average is low.

The formula for determining the hypothetical mean is to multiply the highest answer score by the number of items, then divide by 2. Meanwhile, to find the empirical mean for each variable, refer to Table 4.1 on Statistical Data Description. The determination of the hypothetical mean can be seen in the following table:

Table 2. Hypothetical Mean Results

No	Variable	Maximum Score	Amount Item	Hypothetical Mean
1	Positif Parenting	4	45	90
2	Self Leadership	4	44	88

Based on the hypothetical mean results in Table 4.2, positive parenting obtained a score of 90, and self-leadership obtained a hypothetical mean score of 88. After finding the hypothetical mean results, the researchers conducted tests to determine the trends in the variables in this study using the empirical mean results. The following are the results of the comparison between the hypothetical mean and the empirical mean in terms of the average trend of each variable:

Table 3. Comparison of Hypothetical Mean with Empirical Mean

No	Variable	Hypothetical Mean	Empiric Mean	Description
1	Positif Parenting	90	85,25	Rendah
2	Self Leadership	88	87,14	Rendah

Based on Table 3 above, the researcher concluded that the positive parenting variable had an empirical mean value of 85.25. Therefore, the hypothetical mean value was higher than the empirical mean value, i.e., $90 > 85.25$, which means that the average positive parenting among adolescents was low. Then, the self-leadership variable had an empirical mean value of 87.14. Therefore, the hypothetical mean value is higher than the empirical mean value, i.e., $88 > 87.14$, so it can be concluded that the average self-leadership among adolescents is relatively low.

Value Categories for Each Variable

To determine the frequency category of the values obtained for each variable, ranging from very low, low, high, and very high, the formula in the following table can be used:

Table 4. Value Category

No	Value Range	Categories
1	$X \geq \bar{X} + 1SBx$	Very High
2	$\bar{X} + 1SBx > X \geq \bar{X}$	High
3	$\bar{X} > X \geq \bar{X} - 1SBx$	Low
4	$X < \bar{X} - 1SBx$	Very Low

Source: Mardapi (2018:123)

The formula from the table above is used to determine the value categories ranging from very low to very high in each variable. The results of the calculation can be seen in the following table:

Table 5. Frequency Value Categorization

No	Variable	Value Range	Categories	Frequency	%
1	Positif Parenting	$X \geq 105,107$	Very High	11	19,64
		$105,07 > X \geq 85,25$	High	15	26,79
		$85,25 > X \geq 65,43$	Low	19	33,93
		$X < 65,43$	Very Low	11	19,64
2	Self Leadership	$X \geq 105,1$	Very High	12	21,43
		$105,1 > X \geq 87,14$	High	13	23,21
		$87,14 > X \geq 69,18$	Low	20	35,71
		$X < 69,18$	Very Low	11	19,64

Table 5 shows the results of each variable category. In the positive parenting variable, this variable falls into the low category with the following details: very high category with 11 cases and a percentage of 19.64%; high category with 15 cases and a percentage of 26.79%; low category with 19 cases and a percentage of 33.93%; and very low category with 11 cases and a percentage of 19.64%.

In Table 4.5, the category results for the self-leadership variable are also obtained. In the self-leadership variable, the overall result falls into the low category, with the following details: very high category (12 cases, 21.43%); high category (13 cases, 23.21%); low category (20 cases, 35.71%); and very low category (11 cases, 19.64%).

Based on the above description, it can be concluded that the eleventh-grade students at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan have a low category in the positive parenting variable. Additionally, they also have a low category in the self-leadership variable.

Data Normality Test

A normality test is a statistical test used to determine whether observed data has a normal distribution or not. A normal distribution is a data distribution with a structure centered in the middle, with most of the data concentrated around the midpoint and a small portion scattered around the upper and lower ends. Normality tests are commonly used in quantitative research to ensure that the observed data meets the assumptions required by specific statistical analysis methods, such as regression analysis or t-tests.

If the data does not have a normal distribution, these methods may not provide accurate results; therefore, it is essential to determine whether the data is normally distributed or not. To test whether the data have a normal distribution, several tests can be used, such as the Kolmogorov-Smirnov test. The results of the normality test for the research data can be seen in the following table:

Table 6. One-Sample Kolmogorov-Smirnov Test

No	Variable	Significance Value	Reference Value	Description
1	Positif Parenting	0,200	0,05	Normal
2	Self Leadership	0,200	0,05	Normal

Table 5 shows the results of the normality test for each variable. For the positive parenting variable, the significance value obtained was greater than the reference value, namely $0.200 > 0.05$, so the data for the positive parenting variable was normally distributed. Furthermore, for the self-leadership variable, the significance value obtained is greater than the reference value, i.e., $0.200 > 0.05$, so the data for the self-leadership variable is normally distributed. The data for each variable meets the assumptions required by the simple linear regression analysis method used to test the research hypothesis in this study.

Hypothesis Testing

Hypothesis testing in this study used parametric statistical methods. To determine the correlation between positive parenting variables and self-leadership among 11th grade students at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan, simple linear regression correlation analysis was used with significance value analysis techniques. The results of the significance value analysis are as follows:

Table 7. Coefficients Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	9,998	.649		15,414	.000
Positif Parenting	.905	.007	.998	122,048	.000

From the results of the significance value analysis above, the significance value of the variable is smaller than the reference value, namely $0.000 < 0.05$, so we can conclude that H_0 is rejected or, in other words, the hypothesis proposed in this study is accepted, namely that there is positive support for parenting on self-leadership among 11th-grade students at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan.

From Table 6, we can also see the regression equation obtained from the simple linear regression analysis. The regression equation obtained in this study is $Y = 9.99 + 0.90X$. This equation can be interpreted as follows:

This indicates that self-leadership increases by 1 point. Thus, self-leadership will increase by 0.905 at a constant of 9.998. In other words, the better the positive parenting, the higher the self-leadership.

Next, the researcher will use a determination test to see the extent to which the independent variable influences the dependent variable. The following are the results of the determination test in this study:

Table 8. Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted Square	R Std. Error of the Estimate
1	.998	.996	.996	1.08967

The results of the above determination test obtained an R Square or coefficient of determination of 0.996, which means that 99.6% of the dependent variable, namely adolescent self-leadership, is influenced by positive parenting variables. The remaining 0.4% is influenced by other variables that were not examined in this study.

DISCUSSION

According to Pangestu et al. (2020: 41), positive parenting is a relationship between parents and children characterized by love and aimed at having a positive impact on both parties. The results of the positive parenting measurement administered to 11th-grade students at Ubudiyah Pangkalan Brandan Private Islamic High School indicate that the minimum score obtained was 52, the maximum score was 126, the mean was 85.25, and the standard deviation was 19.82. The positive parenting variable, with a sample size of 56 adolescents, had an empirical mean of 85.25 and a hypothetical mean of 90, indicating that the average level of positive parenting among adolescents is low.

The positive parenting variable among eleventh-grade students at the Ubudiyah Pangkalan Brandan Private Senior High School falls into the low category. The details of the positive parenting variable categories obtained are as follows: very high category (11 cases, 19.64%); high category (15 cases, 26.79%); low category (19 cases, 33.93%); and very low category (11 cases, 19.64%).

Positive parenting is the treatment of children by parents based on the children's interests, such as nurturing, empowering, and providing recognition and guidance that involves rules and boundaries for the children's development. This approach can also be used to support self-leadership in adolescents. Positive parenting can be used as one of the efforts that can influence or instill self-leadership values in adolescents.

The measurement results for self-leadership indicate that the self-leadership scale has a minimum value of 58, a maximum value of 125, a mean of 84.5, and a standard deviation of 17.96. The self-leadership variable, with a sample size of 56 adolescents, has an empirical mean value of 87.14 and a hypothetical mean value of 88, which is greater than 87.14, indicating that the average self-leadership among adolescents is relatively low. The details of the self-leadership variable categories obtained are as follows: very high category with 12

cases and a percentage of 21.43%; high category with 13 cases and a percentage of 23.21%; low category with 20 cases and a percentage of 35.71%; and very low category with 11 cases and a percentage of 19.64%.

Self-leadership extends beyond the basic concept of gap reduction to encompass specific behavioral strategies guided by self-management. This form of self-leadership is also a way to lead others more effectively. In a collaborative and distributed work environment, there is a real need for people who can develop self-leadership in setting priorities, taking the initiative, and solving problems as they arise. Self-leadership must be instilled in every teenager.

In the positive parenting variable, the significance value obtained is greater than the reference value, namely $0.200 > 0.05$, so the data on the positive parenting variable are normally distributed. Furthermore, in the self-leadership variable, the significance value obtained is greater than the reference value, namely $0.200 > 0.05$, so the data on the self-leadership variable is normally distributed. The data on each variable have met the assumptions required by the simple linear regression analysis method used for testing the hypothesis of this study.

The results of the analysis indicate that the significance value of the variable is smaller than the reference value, which is $0.000 < 0.05$. Therefore, it can be concluded that there is positive parenting support for self-leadership among adolescents in class XI at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan—regression equation resulting from simple linear regression analysis. The regression equation obtained in this study is $Y = 9.99 + 0.90X$. This indicates that self-leadership increases by 1 point. Then, self-leadership will increase by 0.905 at a constant 9.998. In other words, the better the positive parenting, the more leadership will increase.

The results of the determination test above yielded an R-squared value of 0.996, commonly referred to as the coefficient of determination, indicating that 99.6% of the dependent variable, namely adolescent self-leadership, is influenced by the positive parenting variable. The remaining 0.4% is influenced by other variables not examined in this study.

The data obtained shows that the better the positive parenting, the better the self-leadership in adolescents. However, the opposite is also true: if positive parenting is low or ineffective, then self-leadership is also likely to be subpar. Because this research is relatively new, there is no previous research that clearly states a positive influence of parenting on self-leadership. However, according to (Pangestu et al., 2020: 41), in their research, they found that for students' self-confidence to be optimally developed, parents need to provide positive parenting to their children. Research conducted by (Elisabeth et al., 2021) shows a positive correlation between positive parenting and students' social competence. The process formed through positive parenting applied by parents plays a role in students' social competence. Parents who apply more positive parenting tend to have higher social competence among their students.

Providing care and emotional support is a natural process that can be given to a newborn baby despite its shortcomings and dependence on its parents (Doepke et al., 2019). In leadership theory, previous researchers have generally focused on examining the incremental effects of leadership compared to its predecessors. Avolio's (in Liu et al., 2024) life history of leadership evaluation suggests that leaders' behaviors develop based on experiences

accumulated over a period of their life, which can cause a fundamental change in their attitudes and competencies. I particularly focus on the pivotal role of parenting experiences in predicting leadership behaviors and outcomes.

Caregiving naturally serves to provide care and emotional support; however, in real life, this experience is often overlooked in leadership behavior research. As the smallest social unit, the family is the primary environment for children's growth and development in learning and interacting (Ayun, 2017). One important aspect of child development is the formation of individual leadership (Maulana, 2019). Leadership is not only about leading other members but also involves the ability to take action, make decisions, and inspire people around (Dengah, 2022). Parenting patterns play a crucial role in shaping children's leadership characteristics. Numerous studies have demonstrated that good parenting patterns can lead to positive outcomes in children's leadership development (Hendri, 2019). Children who grow up with authoritative parenting tend to have better self-confidence and decision-making skills than children raised with authoritarian styles.

Based on the results of the research and discussion above, it is evident that parenting and self-leadership have a positive influence on adolescents in class XI at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan, particularly in the low category. However, there is positive support for parenting in the self-leadership of grade XI adolescents at Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan. According to (Hasanah et al., 2021: 493), one way to develop self-leadership skills in adolescents is through guidance and counseling. Guidance and counseling is an activity that provides services to students or adolescents to help them grow and develop optimally. Therefore, Madrasah Aliyah Swasta Ubudiyah Pangkalan Brandan counseling teachers should be able to provide guidance and counseling services to help improve self-leadership in students, as students at a particular stage of development require various types of guidance and counseling services, along with all their functions.

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