

THE INFLUENCE OF PARENTING STYLES AND ENVIRONMENT ON STUDENT MORALITY BASED ON EDUCATIONAL LEVEL

POLA ASUH ORANG TUA DAN LINGKUNGAN TERHADAP MORAL SISWA BERDASARKAN TINGKAT PENDIDIKAN

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ABSTRACT

This study examines the effect of parenting and environment on student morale based on education level. This research method uses Meta-Analysis, researchers use data from 68 studies that meet the criteria and standards of data completeness from each level of education, the estimation of complete data shows an effect value of 1.130 which is included in the high effect category. However, further analysis revealed variations in this effect at each level of education. Results showed that at the kindergarten level, the effect of parenting and environment by education level had a medium effect ($ES = 0.716$), while at the primary school level, the effect increased to high ($ES = 1.097$). At the junior high school level, the effect reached a very high level ($ES = 1.749$), but decreased slightly at the senior high school level but still fell into the high effect category ($ES = 1.054$). These findings highlight the importance of parents and the environment in shaping students' morals and the need for developmentally appropriate approaches at each level of education. That is, the results of this meta-analysis provide a deeper understanding of the complex dynamics between parenting, environment, and student morale in an educational context.

Keywords: Environment, Parenting Styles, Student Morality

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh pola asuh orang tua dan lingkungan terhadap moral siswa berdasarkan jenjang pendidikan. Metode penelitian ini menggunakan Meta-Analisis, peneliti menggunakan data dari 68 penelitian yang memenuhi kriteria dan standar kelengkapan data dari setiap jenjang pendidikan, estimasi data lengkap menunjukkan nilai efek sebesar 1.130 yang termasuk dalam kategori efek tinggi. Namun, analisis lebih lanjut mengungkapkan variasi dalam pengaruh ini pada setiap jenjang pendidikan. Hasil menunjukkan di tingkat TK, pengaruh pola asuh dan lingkungan berdasarkan jenjang Pendidikan memiliki efek sedang ($ES = 0.716$), sementara di tingkat SD efeknya meningkat menjadi tinggi ($ES = 1.097$). Di tingkat SMP pengaruh mencapai tingkat yang sangat tinggi ($ES = 1.749$), namun sedikit menurun di tingkat SMA tetapi masih termasuk dalam kategori efek tinggi ($ES = 1.054$). Temuan ini menyoroti pentingnya peran orang tua dan lingkungan dalam membentuk moral siswa, serta perlunya pendekatan yang sesuai dengan perkembangan anak di setiap jenjang pendidikan. Artinya, hasil meta-analisis ini memberikan pemahaman yang lebih dalam tentang dinamika kompleks antara pola asuh orang tua, lingkungan, dan moral siswa dalam konteks pendidikan.

Kata kunci: lingkungan, pola asuh, moral siswa

INTRODUCTION

One of the significant issues in 21st-century life is the decline in morals and ethics. These values have begun to deteriorate in the lives of today's youth. This decline is closely linked to the ineffective instillation of moral values, both within the family, school, and the wider community. Parents, especially both the mother and father, play a crucial and influential role in the education of their children. How a child grows and develops, whether positively or negatively, can be seen through parenting styles and the surrounding environment (Darmawanti 2023). The National Education System Law No. 20 of 2003, Article 1, Section 14, states that early childhood education is an effort to provide guidance aimed at children from birth to the age of six through educational stimulation to help with their physical and mental development, ensuring they are prepared to enter the next stage of education. Parenting can be defined as a system, method, or approach to caring for, nurturing, educating, and guiding a child to become independent (Annisa & Maria 2023).

There are three types of parenting styles. First, permissive parenting, which refers to a model where parents allow their children to do as they wish without questioning or guiding them. In this approach, children are granted full freedom and are left to make their own decisions (Risda Amini 2023). Second, authoritarian parenting, where parents impose strict rules and boundaries that must be followed, without giving the child a chance to express their own opinions. If the child disobeys, they are threatened or punished. This style can deprive the child of freedom, limit their activities and initiative, and result in a lack of self-confidence (Prasetya, Setiowati, and Astuti 2023). Third, democratic parenting, where parents respect the child's freedom within reasonable limits and guide them through open communication. When the child's desires or opinions differ from those of the parents, rational and factual explanations are provided. With democratic parenting, children develop a sense of responsibility and the ability to act in accordance with established norms (Sari and Handayani 2022).

The role of parents and the home environment plays a significant influence on the moral development of children. The family environment is the first setting a child is exposed to from birth. Parents and children develop their sense of morality through reciprocal interactions with their surroundings. Behaviors such as honesty, discipline, respect, obedience, and others can become ingrained and persist into adulthood (Dhaifi and Putri 2023). The family serves as the primary educational platform for shaping the child's character, which will determine their personality and ability to adapt to their environment (Nur'aini et al. 2022). It is undeniable that children primarily acquire moral values such as honesty from their family, especially from their parents. Therefore, parental involvement is crucial in forming a child's moral attitude. Instilling strong moral values in children enables them to behave with politeness toward others, respect their elders, obey rules, demonstrate patience and honesty, and show appreciation for their peers (Watulingas 2022).

Research on the influence of parenting styles and the environment on morality has been extensively conducted, as demonstrated by some studies (Commons, 2023), (Fatimah et al. 2023), (Kuswanto & Romadhona, 2023), (Wayan suastini 2023b), (Dhiu & Fono, 2022), (Latifah, 2020), (Listari, 2021), (Musslifah, Cahyani, and Hastuti 2021), (Zahroh & (Na'imah, 2020), (Nisa', Lindawati, and Wahananto 2020), (Fadlan and K 2019), (Fimansyah, 2019), (Makagingge, Karmila, and Chandra 2019), (Muflihah & Widyana, 2019), (Jontrianto, Menanti, and Lubis 2019), (Robbiyah, Ekasari, and Witarsa 2018), (Maksum & Winasih, 2018), (Suci, 2018). Fatimah et al. (2023) concluded that the role of parents in shaping student development through parenting remains paramount. As the closest figures in a child's life, parents should serve as role models and examples for students, especially during the MI (Islamic elementary school) years, to help them grow into mature and well-guided individuals. Dhiu and Fono (2022) described how parenting significantly influences a child's development, which is a

dominant factor in determining future success. Teaching children emotional skills enables them to better handle various challenges. Listari, (2021) highlighted the importance of the role of both parents and schools in guiding adolescents, emphasizing that preventing moral decline begins within the family environment. Schools, as formal institutions, further support and strengthen the efforts to shape the moral character of the nation's youth.

Kuswanto & Romadhona, (2023) concluded that students' moral values can be influenced by parenting styles and their immediate environment. The family serves as the child's closest environment, and development does not occur mechanically or automatically. Instead, it unfolds simultaneously across physical, cognitive, psychosocial, moral, and spiritual dimensions. Moral education is imparted by parents to children within the family context. Parents must aim to secure their children's morality, as it is fundamental to human identity. Furthermore, schools also play a crucial role in teaching moral education to assist students in their biological development during various growth stages (Wayan, 2023). Parenting styles significantly affect the character development of children as they transition into adulthood. Positive parenting fosters a normal and healthy lifestyle, strong personality traits, resilience, adaptability to their surroundings, and a sense of responsibility in navigating increasingly complex life challenges. This foundation enables children and students to become agents of change for their families and the communities around them (Muslifah et al. 2021).

Previous studies have extensively examined the influence of parental parenting styles on students' moral development. However, an area that remains underexplored is the simultaneous relationship between parenting styles and environmental factors in shaping students' morality when analyzed across different educational levels. The aim of this research is to conduct a meta-analysis of existing studies on the influence of parenting styles and the family environment on students' morality across different educational levels. The meta-analysis seeks to identify common patterns and trends within the existing literature and to assess the extent to which parenting styles and the family environment affect the moral development of students at various educational stages. This study will explore the diversity of methodologies and findings from previously conducted research to develop a more comprehensive and in-depth understanding of the relationship between parenting styles, the family environment, and students' morality. Additionally, this meta-analysis will aim to identify knowledge gaps and potential directions for future research in this field.

MATERIAL AND METHODS

This study adopts a quantitative meta-analysis approach. Meta-analysis is a research method wherein the researcher summarizes, reviews, and analyzes data from multiple previous studies. Data collection involves searching for articles in both international and national journals online, utilizing the keywords "Parenting Styles, Environment, and Student Morality," spanning the period from 2014 to 2023. The steps undertaken in this research follow those outlined by Mandailina et al. (26), as depicted in Figure 1.

In Table 1, for the last test, the criteria for testing publication bias are as follows: if the p-value from the rank test is greater than 0.001 ($p\text{-value} > 0.001$), then the data used in this study may indicate bias. Additionally, the equation $5k + 10 < NR$ can be used, where k represents the number of data and NR is the value of the file-safe.

Table 1. Classification of Glass's effect size

Effect size (ES)	Categories
$0,20 \leq ES < 0,50$	Small Effect
$0,50 \leq ES < 0,80$	Medium Effect
$0,80 \leq ES < 1,30$	Large Effect
$1,30 \leq ES$	Very Large Effect

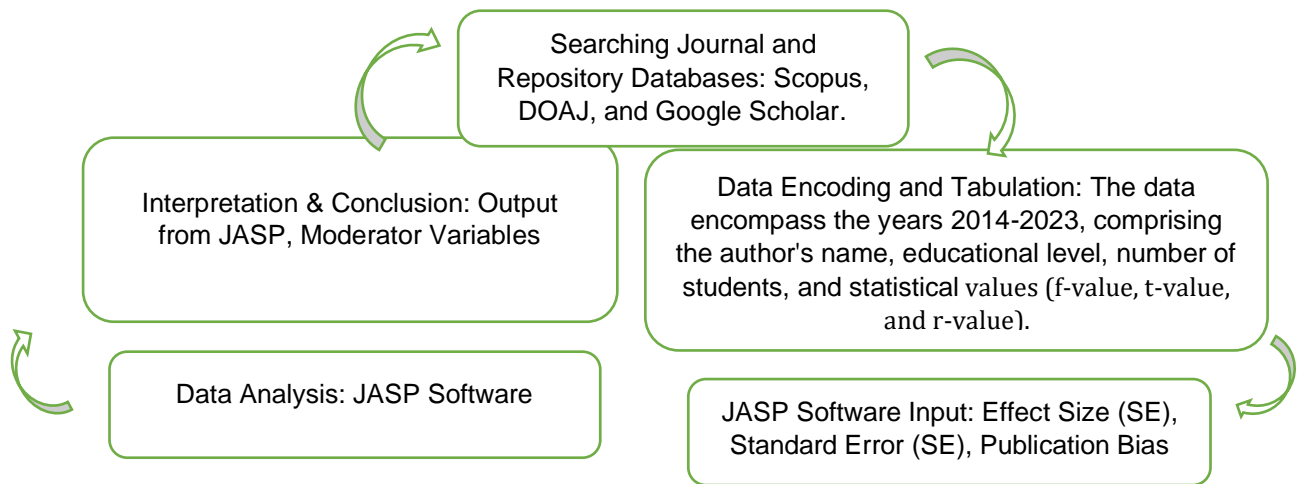


Figure 1. Research Procedure.

RESULT AND DISCUSSION

Data Selection Results

The search yielded a total of 125 data, with 68 meeting the criteria. The collected data for this study include Fisher's test value (F), Student's t-test value (t), correlation test value (r), and the sample size (N). Meanwhile, the teaching method and educational level can be further analyzed with certain conditions. From the collected data, both F and t values must be converted into r values and ES and SE values. The conversion results are in accordance with Table 2.

Table 2. Complete data

Study	Year	Level	N	ES	SE	Category
Study 1	2022	TK	22	3.800	0.053	Very high
Study 2	2021	TK	97	0.662	0.011	Medium Effect
Study 3	2019	Tk	25	0.006	0.045	Small Effect
Study 4	2019	TK	38	0.920	0.029	High Effect
Study 5	2018	TK	65	0.662	0.016	Medium Effect
Study 6	2018	TK	75	0.006	0.014	Small Effect
Study 7	2017	TK	45	0.551	0.024	Medium Effect
Study 8	2017	TK	45	0.564	0.024	Medium Effect
Study 9	2016	TK	26	0.620	0.043	Medium Effect
Study 10	2016	TK	37	0.672	0.029	Medium Effect
Study 11	2016	TK	40	0.006	0.027	Small Effect
Study 12	2016	TK	25	0.418	0.045	Small Effect
Study 13	2023	TK	127	0.593	0.008	Small Effect
Study 14	2023	TK	72	1.071	0.014	High Effect
Study 15	2023	TK	120	0.031	0.009	Small Effect
Study 16	2023	TK	150	0.023	0.007	Small Effect
Study 17	2023	TK	27	0.035	0.042	Small Effect
Study 18	2023	TK	40	0.624	0.027	Medium Effect
Study 19	2014	TK	22	1.354	0.053	Very high
Study 20	2014	TK	52	1.713	0.020	Very high

Study	Year	Level	N	ES	SE	Category
Study 21	2020	SD	69	0.807	0.015	High Effect
Study 22	2022	SD	56	1.015	0.019	High Effect
Study 23	2022	SD	57	0.333	0.019	Small Effect
Study 24	2022	SD	56	1.015	0.019	High Effect
Study 25	2022	SD	18	0.603	0.067	Medium Effect
Study 26	2021	SD	141	0.413	0.007	Small Effect
Study 27	2020	SD	16	3.800	0.077	Very high
Study 28	2018	SD	46	0.400	0.023	Small Effect
Study 29	2017	SD	149	1.133	0.007	High Effect
Study 30	2017	SD	61	3.800	0.017	Very high
Study 31	2017	SD	81	0.263	0.013	Small Effect
Study 32	2017	SD	26	1.069	0.043	Small Effect
Study 33	2016	SD	100	1.096	0.010	High Effect
Study 34	2015	SD	158	0.091	0.006	High Effect
Study 35	2015	SD	163	2.571	0.006	Very high
Study 36	2023	SD	57	0.465	0.019	Small Effect
Study 37	2014	SD	38	0.453	0.029	Small Effect
Study 38	2014	SD	88	0.426	0.012	Small Effect
Study 39	2018	SMP	103	3.985	0.010	Very high
Study 40	2023	SMP	93	0.693	0.011	Medium Effect
Study 41	2023	SMP	30	6.788	0.037	Very high
Study 42	2020	SMP	148	0.292	0.007	Small Effect
Study 43	2019	SMP	87	2.092	0.012	Very high
Study 44	2019	SMP	99	3.596	0.010	Very high
Study 45	2018	SMP	432	0.559	0.002	Medium Effect
Study 46	2017	SMP	94	3.800	0.011	Very high
Study 47	2017	SMP	100	0.793	0.010	Medium Effect
Study 48	2016	SMP	60	0.408	0.018	Small Effect
Study 49	2015	SMP	70	2.334	0.015	Very high
Study 50	2014	SMP	22	0.337	0.053	Small Effect
Study 51	2014	SMP	115	0.514	0.009	Medium Effect
Study 52	2014	SMP	87	0.345	0.012	Small Effect
Study 53	2014	SMP	140	0.314	0.007	Small Effect
Study 54	2014	SMP	137	1.127	0.007	High Effect
Study 55	2022	SMA	118	0.475	0.009	Small Effect
Study 56	2023	SMA	223	0.439	0.005	Small Effect
Study 57	2018	SMA	48	0.505	0.022	Medium Effect
Study 58	2018	SMA	97	0.751	0.011	Medium Effect
Study 59	2016	SMA	50	0.835	0.021	High Effect
Study 60	2016	SMA	146	0.822	0.007	High Effect
Study 61	2016	SMA	960	6.156	0.001	Very high
Study 62	2015	SMA	68	0.646	0.015	Medium Effect
Study 63	2015	SMA	80	0.323	0.013	Small Effect
Study 64	2020	SMA	67	1.201	0.016	High Effect
Study 65	2019	SMA	1400	0.492	0.001	Small Effect

Study	Year	Level	N	ES	SE	Category
Study 66	2019	SMA	344	0.482	0.003	Small Effect
Study 67	2016	SMA	248	0.811	0.004	High Effect
Study 68	2015	SMA	137	0.816	0.007	High Effect
Average				1.130	0.019	High Effect

ES = effect size SE = Standard Error

Table 2 shows the results of the analysis regarding parental parenting styles and the environment's influence on student morality, indicating a significant impact across various educational levels and publication years. Out of the total 68 analyzed data, 40 originated from studies published between 2014 and 2018, while 28 data points were from studies published between 2019 and 2023. The analysis results reveal that the average effect size (ES) value is 1.130, falling within the "large effect" category. This indicates a significant impact of parental parenting styles and the environment on student morality across various educational levels. When reviewed based on educational levels, it was found that the largest number of data points came from kindergarten (20 data), followed by elementary school (18 data), junior high school (16 data), and senior high school (14 data). However, all educational levels showed a significant influence of parental parenting styles and the environment on student morality. This suggests that these factors have consistent implications for the moral development of students from early education to higher levels. The output is presented in Table 3.

Table 3. Heterogeneity Test

	Q (Statistics Chi-Square)	Df (Degrees of Freedom)	P (significant)
Omnibus test of Model Coefficients	45.440	1	< .001
Test of Residual Heterogeneity	$2.373 \times 10^{+7}$	67	< .001

Note. *p* -values are approximate.

Note. The model was estimated using the Restricted ML method.

Table 3 indicates a significant influence of parental parenting styles and the environment on student morality. This is reflected in the results of the omnibus test of Model Coefficients, which showed a value of 45.440 with 1 degree of freedom and $p < .001$. This finding indicates that at least one tested independent variable has a significant effect on the dependent variable, namely student morality. Furthermore, the results of the Test of Residual Heterogeneity are also noteworthy, reaching a very high value of approximately $2.373 \times 10^{+7}$, with 67 degrees of freedom and $p < .001$. This significant figure suggests a substantial heterogeneity in the model's prediction errors, indicating a wide variation in the impact of parental parenting styles and the environment on student morality across different contexts. These findings have important implications in the context of educational policies and interventions, reinforcing the need to consider the role of parental parenting styles and the environment in enhancing student morality. Subsequently, the researcher conducted hypothesis testing. The results are presented in Table 4.

Table 4. Hypothesis Testing

Estimate	Standard Error	z	p (significant)
1.130	0.168	6.741	<.001

Table 4 indicates a significant influence of the intercept factor on student morality, with an estimated value of 1.130 and a standard error of 0.168. This is supported by a z-value of 6.741 with a significance level of $p < .001$. z-value is the value for a normally distributed random effect size model. The confidence interval for the intercept ranges from 0.801 to 1.458. These findings suggest that the intercept factor has a significant impact on student morality, further reinforced by the 95% confidence interval not touching the zero value. This interpretation underscores the importance of considering the

underlying factors of the intercept in parental parenting styles and the environment's influence on student morality based on educational levels. Subsequently, the researcher conducted a publication bias test. The results are presented in Table 5.

Table 5. Publication bias test

	Z (Statistics test)	p (significant value)
sei	0.926	0.354

Table 5 shows the results of the publication bias test for funnel plot asymmetry, indicating that there is no significant asymmetry in the observed data. This is evidenced by a z-value of 0.926 and a significance level of $p = 0.354$. The z-value approaching zero, along with the p-value exceeding the commonly used significance threshold (0.05), suggests that there is insufficient evidence to reject the null hypothesis. The null hypothesis states that there is no significant asymmetry in the funnel plot, indicating no indication of publication bias or selective dissemination of study results in the meta-analysis conducted on parental parenting styles and the environment's influence on student morality based on educational levels.

Table 6. RE values based on the education level

Level	N	Estimate	p-value	RE Model	Category
TK	20	0.716	< .001	0.72 [0.34, 1.09]	Medium Effect
SD	18	1.097	< .001	1.10 [0.58, 1.62]	High Effect
SMP	16	1.749	< .001	1.75 [0.82, 2.68]	Very high
SMA	14	1.054	< .001	1.05 [0.28, 1.83]	High Effect

Table 6 indicates a significant relationship between parental parenting styles and the environment's influence on student morality across various educational levels. The analysis reveals that at the kindergarten level, there is a significant effect with an estimated effect size of 0.716 and a p-value less than 0.001. This indicates that parental parenting styles and the environment have a significant influence on student morality at the kindergarten level. However, the effect falls into the moderate category with a RE model value of 0.72. At the elementary school level, there is a stronger effect with an estimated effect size of 1.097 and a p-value less than 0.001. This indicates that parental parenting styles and the environment have a highly significant influence on student morality at the elementary school level. The effect falls into the high category with a RE model value of 1.10, indicating that parental parenting styles and the environment significantly impact student morality at the elementary school level.

At the junior high school level, the research findings indicate a highly significant influence with an estimated effect size of 1.749 and a p-value less than 0.001. This suggests that parental parenting styles and the environment have a very strong influence on student morality at the junior high school level. The effect falls into the category of very high, with a RE model value of 1.75, indicating that parental parenting styles and the environment have a highly significant impact on student morality at the junior high school level. At the senior high school level, although there is a significant influence with an estimated effect size of 1.054 and a p-value less than 0.001, the effect falls into the high category with a RE model value of 1.05. This indicates that parental parenting styles and the environment have a significant influence on student morality at the senior high school level, but not as strong as the influence at the junior high school level.

Table 7. RE model and moderator variables

Variable	Classification	N	p-Rank test	RE model	Category
Amount of data	≤ 100	47	0.032	1.16 [0.78, 1.55]	High Effect
	> 100	21	0.012	0.89 [0.33, 1.46]	High Effect
Publication Year	2014-2018	40	0.046	1.10 [0.70, 1.50]	High Effect
	2019-2023	28	0.014	1.17 [0.60, 1.74]	High Effect

Table 7 provides a deeper understanding of the relationship between parental upbringing and environmental factors on students' moral development, based on several variable factors including sample size and the publication period of the studies. The analysis indicates that when the sample size is less than 100 respondents, there is a significant influence with a p-value of 0.032. This suggests that parental upbringing and the environment have a substantial impact on students' morality within smaller sample groups. However, it is important to note that the effects vary considerably, as demonstrated by the confidence interval of the RE model, which stands at 1.16 [0.78, 1.55], indicating diversity in the impact of upbringing and environmental factors on student morality within this group. Furthermore, in sample groups with more than 100 respondents, the influence of parental upbringing and the environment is also significant with a p-value of 0.012. Nevertheless, the relative effect (RE model) shows slightly lower figures, namely 0.89 [0.33, 1.46]. This indicates that although the impact remains substantial, it may be somewhat more moderate in larger sample groups (Ika Noviana, 2018).

The meta-analysis findings reveal that the influence of parenting styles and the environment on students' morality varies across educational levels. At the kindergarten level, the influence is moderate (effect size = 0.716), indicating that children heavily rely on parental guidance and close environmental interactions to understand basic moral values. At the primary school level, the influence increases to a high level (effect size = 1.097) as students' cognitive abilities develop and their interactions with peers and teachers expand. In middle school, the influence reaches a very high level (effect size = 1.749), aligning with the developmental stage where identity exploration and peer relationships are critical. However, at the high school level, the influence slightly decreases (effect size = 1.054) as students begin to form their own moral frameworks, although parental and environmental roles remain significant.

CONCLUSION

Based on the analysis of data regarding the influence of parental upbringing and the environment on student morality across educational levels, it was found that there is an overall significant effect with an effect size (ES) value of 1.130, categorizing it as a "high effect". However, when examined within each educational level, variations in this influence are evident. At the preschool level (TK), the influence of parental upbringing and the environment exhibits a moderate effect with an ES value of 0.72. At the elementary school level (SD), the effect increases to a high level with an ES value of 1.10. Subsequently, at the junior high school level (SMP), the effect reaches a very high level with an ES value of 1.75. However, at the senior high school level (SMA), although still falling within the "high effect" category, the effect slightly decreases with an ES value of 1.05. These findings lead to the conclusion that parental upbringing and the environment play a significant role in shaping student morality across various educational levels. Educating parents about the importance of their role in shaping their children's morals, as well as developing educational programs that support student character formation, can be effective measures in optimizing the positive influence of parental upbringing and the environment on student morality across educational levels. The higher the educational level, the greater the influence on student morality, reaching its peak at the junior high school level. However, it should be noted that although the effect slightly decreases at the senior high school level, its significance remains considerable.

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