

## Research article

# The Relationships of Parenting Patterns and Excellence With the Level of Radicalism in Senior High School Students

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**Abstract.**

This study focused on parenting, individual assessment and radicalism, and discussed their validity and reliability in high school students. A total of 178 students from several schools in the City X area were involved as participants. The results indicated that there was a positive relationship between parenting and radicalism, and also a relationship between excellence and radicalism.

**Keywords:** radicalism, individual values, parenting

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## 1. Introduction

One of the threats facing the global community today is the spread of radicalism and terrorism. No exception in Indonesia, where these two things are also a frightening specter for this nation in the present and in the future. Data released by the National Counterterrorism Agency (2016) shows that high school students are among the groups most potentially exposed to radicalism. Judging from the level of education, terrorists with high school education occupy the highest number in Indonesia, reaching 63.6%. Then followed by those with higher education (university) as much as 16.4%; 10.9% junior high school education; drop out of university 5.5%, and SD education 3.6%.

The ease with which the younger generation, especially high school students, is exposed to radicalism should be the government's serious concern. This is because in 2020-2030, Indonesia is projected to experience a demographic bonus with a significant increase in the working age population. Data from the National Population and Family Planning Agency (2016) reveals that the productive age population between 15-64 years is predicted to reach 70 percent of Indonesia's total population in that decade. Schomaker (2013) explains that there is a close relationship between the demographic bonus and the high behavior of acts of terrorism among young people. This is found in several countries in the Middle East and North Africa Region. In line with



the results of research, the Institute for Islamic Studies and Peace (LAKIP) conducted research from October 2010 to January 2011, which revealed that almost 50% of students agreed with radical action. The data states that 25% of students and 21% of teachers state that Pancasila is no longer relevant. Meanwhile 84.8% of students and 76.2% of teachers agree with the application of Islamic Sharia in Indonesia. The number who agreed with violence for religious solidarity reached 52.3% of students and 14.2% confirmed bomb attacks.

The results of Wahid Institute's (2016) research conducted on Rohis committee and activist respondents, the majority of whom are excellent students, show the potential for radicalism among them is quite alarming. At least 96 people (6%) admitted to supporting ISIS. This number increases considerably if there is support for terrorists such as Amrozi or Abu Bakar Baasyir (33%, 541 respondents). They could be said to be potential "brides" (suicide bombers). They already have the "ingredients" to be involved in acts of terrorism if there are radical or terrorist groups that actually work on them.

From some of the research results presented above, it appears that the younger generation is the target of the development of radicalism. The younger generation or individuals aged 12-18 years are in one of the stages suggested by Erik Erikson, namely the fifth stage. Where at this stage the individual is looking for self-identity or identity. This stage is what happens to terrorists or supporters of radicalism.

Kruglanski et.al[1]. argues that radicalism is a process in which someone supports or adopts a radical way to overcome a particular problem or goal. Presented by Hafez et. all (2015) states that radicalism involves an extremist view where those who are rejected by society are considered to use violence to achieve social or political change.

The National Counterterrorism Agency (2016) states that there are three important roles in protecting young people from radicalism, namely educational institutions, families and communities. These three elements must work together to fortify individuals from radicalism, especially families. This is because of several cases that have occurred before, namely Abu Toto, the Beji bomber who grew up from a divorced family. The incomplete condition of his parents made him grow up on the streets and became involved in thuggery. The same case also happened to Ikki, the book bomber, where he did not get the attention of his parents. Since the age of 12 years, his daily life is spent outside the house and rarely communicates with his mother's father. Knowing the family backgrounds of the two bombers, parenting style plays an important role in a child's personality and psychological development.

Darling & Steinberg [2]. explained that parenting style is the way parents provide care for their children. Meanwhile, the parenting style proposed by Baumrind [3]. is a

way for parents to raise their children by meeting children's needs, providing protection, educating children, and influencing children's behavior in everyday life. Baumrind argues that there are four categories of parenting styles, namely authoritative, authoritarian, permissive and neglected. Where the four types of parenting styles are formed based on the high and low demands (demandingness) and response (responsiveness) of parents to children.

Parenting style with authoritative type emphasizes the individuality of the child, but also does not leave the rules that parents set. Parents have the ability to direct their children, but also respect their decisions, desires and personalities. Furthermore, parents with authoritarian parenting style treat their children according to their expectations. So that children who grow up from parents who apply this style tend to withdraw, do not believe and are unable to build good communication, especially with parents. The permissive type applied by parents is by freeing the child without high control. Parents with this type allow children to do their activities without monitoring. Finally, neglected as a parenting style of letting, not supervising and directing children. Among the four parenting styles, neglected is the worst type because there is no support and limitations to children.

Meanwhile, there are values or moral values that are good as forming a happy individual character (human excellence). Values must be owned by an individual in order to respond to negative actions that come from the environment, one of which is radicalism. values are very important to explain between organizational, social and personal change. Values are used to characterize cultural groups, communities, and individuals. Values that exist in a person can be used to track changes over time, as well as explain a person's motivation for behavior.

This concept was later developed by Schwartz [4]. who identified ten different types of values, namely self direction, stimulation, hedonism, achievement, power, security, conformity, tradition, benevolence and universalism. Some of the values can conflict with each other (eg benevolence with power) while other values can coincide (eg, conformity and security). Of the ten values put forward by Schwartz, some of them will form a quadrant, namely self transcendence, conservation, self enhancement and openness to change. Researchers are interested in studying values security, conformity, and tradition. Schwartz, called the three values (security, conformity, and tradition) the conservation quadrant.

Based on the description above, the researcher is interested in seeing the relationship between parenting and human excellence with the level of radicalization in high school students as an antidote to the radicalism movement.

## 2. Research Method

This study aims to determine the relationship between parenting and human excellence with the level of radicalism among high school students. Where Parenting Patterns and Human Excellence as predictor variables (IV). Meanwhile, the level of radicalism as the dependent variable (DV).

### 2.1. Participants

The population in this study are adolescents who attend high school (SMA) in city X. The sample in this study were 178 students. The students involved in this study were students of class X, XII and XII SMA. The sampling technique used in this study is non-probability sampling, namely purposive sampling.

### 2.2. Procedure

The research idea originated from the rise of radical youth actions leading to terrorism cases. Judging from the results of studies before these radical acts had the highest percentage in adolescence. Furthermore, researchers conducted elicitation by interviewing researchers about radicalism and terrorism. The researcher carried out an ethical review process with the results stating that this research was feasible to do. Before taking data, researchers asked permission through the school by providing a research permit application letter from the University of Indonesia. After the research application has been approved by the school, the researcher asks permission and sets a date for data collection from students and female students. Furthermore, the researchers distributed the questionnaires face-to-face and online (Online).

### 2.3. Data analysis

The data analysis technique used to process the results of the research data was descriptive statistics to determine the description of student demographic data to see the relationship between variables.

### 3. Results and Discussion

This study involved 178 high school students. There are 39.4% more female sex than men. The age range of respondents was 15 to 19 years, dominated by 17 years of age as much as 42.6%. More than 90% of respondents agreed that the definition of radicalism is about a concept or sect that wants social and political change or reform by means of violence or drastically.

#### 3.1. Descriptive Statistics of Research Variables

Descriptive statistical analysis shown is related to the dependent variable in this study regarding radicalism. These results are in table 1 and table 2 below:

TABLE 1: Results of Correlation Test of Parenting Patterns and Human Excellence with Radicalism.

Variable	Mean	Std. Deviasi	Minimum	Maximum
Radicalism	31.43	8.24	14	52

Based on table 1, it shows that the lowest score for the radicalism variable obtained by the respondent was 14 and the highest was 52. The mean of the radicalism variable was 31.43 with a standard deviation of 8.24. Furthermore, in table 2, the researcher displays how many respondents have low, medium and high radicalism.

TABLE 2: Results of Correlation Test of Parenting and Human Excellence with Radicalism

Kategori	Hitung	Responden
Low	$X \leq 26$	47 (26.4%)
Average	$26 < x \leq 39$	105 (59%)
High	$X > 39$	26 (14.6%)

From table 2 it can be seen that as many as 47 students or 26.4% of respondents have moderate radicalism. For respondents who have a radicalism score of 27 to 39, it is in the moderate category of radicalism. So that 105 people or 59% of respondents have moderate radicalism. Finally, respondents who have a radicalism score of 40 and above are in the high category. So that 26 people or 14.6% of respondents have high radicalism. In conclusion, most respondents in this study fall into the category of moderate radicalism.

### 3.2. Statistical Analysis of Main Results

Researchers used the Pearson Product Moment correlation test to answer research problems regarding the relationship between parenting and human excellence with radicalism. The results of this study are in table 3 below:

TABLE 3: Results of Correlation Test of Parenting Style and Human Excellence with Radicalism Independent Variable Radicalism

Independent Variable	Radikalisme
<i>Authoritative</i>	0.323**
<i>Authoritarian</i>	0.185*
<i>Permissive</i>	-0.147*
<i>Neglected</i>	0.142
<i>Human excellence</i>	0.139

Note: \*\* = Significant LoS 0.01 (two-tailed); \* = Significant LoS 0.05 (two-tailed)

Table 3 shows that there are three variables that have a relationship with radicalism. The three variables are authoritative parenting, authoritarian parenting and permissive parenting. Furthermore, authoritative parenting and authoritarian parenting have a significant positive relationship with radicalism. This can be interpreted that if parents tend to apply the two parenting styles, the higher the potential for children to carry out radicalism. However, this differs from permissive parenting which has a significant negative association with radicalism. Meanwhile, the neglected parenting variables and human excellence have no relationship with radicalism.

In addition to seeing the relationship between parenting and human excellence with radicalism, researchers also analyzed differences in radicalism based on gender. The results can be seen in table 4 below:

TABLE 4

Gender	N	Mean	Levene's Test		t Test		
			F	Sig.	t	Mean differences	Sig.
Men	54	28.33	4.642	0.033	3.097	4.45	0.003
Woman	124	32.78					

Table 4 shows that the average radicalism of men is 28.33, while the average of radicalism for women is 32.78. There is a difference in the average radicalism between men and women of 4.45, with sig. the resulting 0.003. So it can be interpreted that there are significant differences in radicalism based on gender. Where women tend to do radicalism higher than men.

This study aims to determine the relationship between parenting and human excellence with the level of radicalism among high school students. For the results of the analysis, authoritative parenting has a significant positive relationship with radicalism. Where parents who have the ability to direct, apply rules accompanied by punishment but also respect children's decisions, desires, and opinions, can increase children's radicalism.

Steinberg explains that children who are educated with authoritative parenting are able to encourage them to discuss with their parents. Not only that, parents are also able to understand the child's point of view [2]. This is also supported by Baumrind's [3] question, that adolescents who are raised with authoritative parenting have higher self-esteem and self-confidence than other parenting styles.

Children who grow up from authoritative parenting are more likely to make children excel in academics, have good self-esteem and self-confidence. However, we must remember that there is an important part of his life is peers. This is also stated by Steinberg [5], namely that even though parents try to apply authoritative parenting, there are other factors (peers) that can support achievement in academic achievement. In this study, it is possible that peer factors can ultimately increase children's radicalism, even though parents have implemented authoritative parenting. To answer this possibility, further research should be carried out.

The results of further research provide information about authoritarian parenting has a significant positive relationship with radicalism. This is in line with research conducted by Gustav and Endang [6]. regarding the relationship between authoritarian parenting of parents with aggressive behavior. In addition to this research, the results of this study are equivalent to that conducted by Suastini [7]. which states that children who are raised authoritatively can cause them to fight either passively or actively.

The latest research results regarding permissive parenting have a negative relationship with radicalism. Parents with permissive parenting have a habit of not monitoring the activities of their children, leaving their children alone and rarely punishing them. If parents tend to treat children as previously mentioned, it will foster an attitude of radicalism. As stated by Baumrind [8], adolescents who grow up in permissive care are considered irresponsible, easily influenced by peers, have no interest in achieving in school, tend to be involved in delinquency and use drugs.

One of the interesting findings in this study is that authoritative parenting has a significant positive relationship with radicalism. This possibility can be caused by peer factors that cause high levels of radicalism, even though parents apply authoritative

parenting. Therefore, for further research, it can be accompanied by peer attachment variables which are considered as mediator variables or intervening variables.

As with authoritative parenting, the results on permissive parenting are also the opposite of existing theories or opinions. Where parents have the habit of not monitoring the activities of their children, letting the children and if wrong, rarely giving punishment to them will reduce radicalism. This possibility could be caused by factors in the school environment where they study. However, to be able to prove it, further research should involve the role variable of the school environment which is considered as a mediating variable or intervening variable.

The limitation of this research is the use of dimensions from the human variable excellence. As we already know, there are ten dimensions of human excellence proposed by Schwartz [4]. However, in this study only three dimensions are used, namely security, conformity and traditional. The remaining dimensions that have not been explored in relation to radicalism are self-direction, stimulation, hedonism, achievement, power, benevolence, and universalism. It could be that one of the seven dimensions of human excellence has something to do with radicalism. In addition, the use of high school student respondents is very heterogeneous. This is due to the limited data collection at the same time as the Pandemic caused by the Covid-19 virus. So that the respondents who took part in this study came from various school environments and were conducted online

## 4. Conclusion

This study involved 178 respondents from cities, From the hypothesis proposed about the relationship or relationship between parenting and radicalism, the result is that authoritative parenting and authoritarian parenting have a positive relationship with radicalism. So the level of radicalism of high school students depends on the level of authoritative parenting and authoritarian parenting applied by parents. However, the direction of the relationship between permissive parenting and radicalism is different from the two previous parenting styles. Where permissive parenting has a negative relationship with radicalism. Of the types of parenting studied, only neglected parenting has no connection or relationship with radicalism.

The next independent variable studied is human excellence. This variable also provides the same information as the neglected parenting style. Where human excellence has no connection with radicalism. This can be interpreted that the level of radicalism



of high school students does not depend on the level of human excellence applied by parents.

In addition to testing the proposed hypothesis, researchers also conducted additional analyzes of differences in radicalism based on gender. Based on the difference test, it was found that there was a significant difference between the average radicalism of men and the average radicalism of women. Where women tend to do radicalism higher than men.

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