

Authoritarian Parenting and Emotion Regulation in Late Adolescence

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ABSTRACT

Adolescence is a development stage that is emotionally vulnerable, and parenting plays a crucial role in shaping a child's ability to manage emotions. This study aims to examine the relationship between authoritarian parenting and emotion regulation in late adolescents. A quantitative approach with a correlational design was employed. The participants consisted of 350 late adolescents aged 18–22 years, selected using accidental sampling. The instruments used were the Parental Authority Questionnaire (PAQ) to measure authoritarian parenting and the Emotion Regulation Questionnaire (ERQ) to assess emotion regulation. The results revealed a significant negative correlation between fathers' authoritarian parenting and emotion regulation ($r = -0.226$; $p < 0.01$), as well as between mothers' authoritarian parenting and emotion regulation ($r = -0.254$; $p < 0.01$). These findings carry significant implications for multiple stakeholders in adolescent development. Regarding parenting practices, the results underscore the urgent need for parents to adopt more emotionally responsive and communicative approaches that foster, rather than inhibit, the development of emotional competence. For mental health interventions, the study provides empirical justification for family-based therapeutic programs targeting emotion regulation difficulties in late adolescents, particularly those emphasizing parental psychoeducation about the long-term consequences of authoritarian control on emotional development. These practical applications highlight the translational value of understanding how authoritarian parenting undermines the development of adaptive emotion regulation strategies during the critical late adolescent period. This underscores the importance of supportive and open parenting in fostering adolescents' emotional development.

KEYWORDS

Authoritarian Parenting; Emotion Regulation; Late Adolescence



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INTRODUCTION

Adolescence is a transitional stage in human life that bridges childhood and adulthood. Generally, this phase occurs between the ages of approximately 10–12 years and 18–22 years, when individuals begin to move from childhood toward adulthood (Santrock, 2019). Adolescence is a vulnerable and high-risk period in life. During this time, adolescents undergo various changes and developments, including physical and hormonal changes as well as growth in terms of sexuality. Additionally, they also face emotional fluctuations and feelings. The social environment changes in line with the development occurring within the adolescent, including emotional aspects (Papalia et al., 2009). This phase is often marked by intense emotional upheaval and explosive reactions, which frequently make it difficult for both adolescents and the people around them—particularly parents and teachers—to understand the psychological state they are experiencing (Ahmad et al., 2022; Fatmawaty, 2017). According to Hurlock (1999), one of the main developmental tasks in adolescence is achieving emotional independence by letting go of dependence on adults. Therefore, adolescents need to possess internal capacities to manage negative emotions in order to navigate this phase in a psychologically healthy manner. One key skill in this regard is emotion regulation, which is the ability to manage and control emotions effectively (Gross, 2015).

The ability to manage emotions is a crucial part of adolescent development. Emotion regulation refers to the skill of controlling and adjusting emotions in appropriate and adaptive ways (Gross, 2015). Emotion regulation presents its own challenges during adolescence (Ahmed et al., 2018). According to Gratz and Roemer (2004), emotion regulation is a complex ability that involves various aspects, such as recognizing, understanding, and accepting the emotions that arise. Furthermore, this ability also includes the capacity to act purposefully and inhibit impulsive urges when facing negative emotions. Emotion regulation also involves flexibility in applying emotion management strategies to adjust the intensity and duration of emotional responses, rather than eliminating emotions altogether. Individuals who are able to regulate their emotions also demonstrate a willingness to accept negative emotions as a natural part of meaningful life experiences. Thus, emotion regulation can be understood as a process of accepting emerging emotions, controlling impulsive reactions, and adaptively adjusting emotion management strategies according to the context faced.

According to Gross and Thompson (2007), emotion regulation involves the application of various strategies, both conscious and unconscious, aimed at maintaining, enhancing, or reducing various elements of emotional responses, including personal experiences and associated behaviors. Individuals who can regulate their emotions well are able to manage or even amplify the intensity of both positive and negative emotions. When adolescents possess this ability, it can

make a meaningful contribution to their overall personal development. Gross and Thompson (2007) state that strong emotion regulation skills allow adolescents to express their feelings appropriately, build and maintain positive social relationships, and improve their psychological well-being. Similarly, Steinberg (2011) states that adolescents who can regulate their emotions effectively tend to achieve higher academic success, better cope with stress, and are less likely to engage in risky behaviors such as drug abuse or violence. Conversely, a lack of emotion regulation skills can lead to various negative outcomes. Adolescents with poor emotion regulation are at risk of exhibiting problematic behaviors such as aggression or social withdrawal (Calkins & Hill, 2007). In addition, according to Gross (2014), limitations in emotion regulation can also trigger mental health disorders, including depression, anxiety, and eating disorders.

Difficulties in emotion regulation are associated with the emergence of various internalizing and externalizing disorders in adolescents, such as depression, anxiety, post-traumatic stress disorder, aggression, deviant behavior, and substance abuse (Morris et al., 2007). In Indonesia, many adolescents still struggle to regulate their emotions effectively, particularly late adolescents. The phenomenon of failed emotion regulation among adolescents can be seen in several cases that have occurred in Indonesia. One such case was reported by CNN Indonesia (2023), where Mario Dandy Satrio (20 years old) committed a violent act against David (19 years old), resulting in the victim falling into a coma and requiring intensive hospital treatment. The act of violence was triggered by Mario's anger after learning that his then-girlfriend, Anastasia Pretya Amanda, was still communicating with her ex-boyfriend, David. Uncontrolled anger turned into a desire for revenge, culminating in severe assault. As a result, David suffered serious injuries such as decreased consciousness, moderate head trauma, blood infection, brain swelling, and bruising that could potentially cause permanent disability. Another example of poor emotion regulation can be seen in the murder case reported by CNN Indonesia (2024), in which Altafasalya Ardnika Basya, a 22-year-old student at the University of Indonesia, was sentenced to life in prison for the murder of Muhammad Naufal Zidan, a 20-year-old Russian literature student. The motive behind the murder was to take the victim's belongings—such as a MacBook, wallet, and iPhone—that were allegedly to be sold to repay online loan debts owed by the perpetrator. After the act, Altafasalya fled with the victim's personal items.

Similar findings were revealed in the 2021 National Survey on the Mental Health of Adolescents and Young Adults in Indonesia conducted by the Research and Development Agency of the Indonesian Ministry of Health, which found that one in three adolescents in Indonesia experience mental health problems, including difficulties with emotion regulation (Badan Penelitian dan Pengembangan Kesehatan, 2021). Research conducted by Zimmermann and Iwanski (2014) from

83 studies on adolescent emotion regulation found an increase in the use of maladaptive emotion regulation strategies such as suppression during late adolescence. A longitudinal study by Ahmed et al. (2018) found that approximately 25% of 1,119 adolescents aged 16–19 had low emotion regulation scores, which were associated with increased risks of internalizing and externalizing problems. Another longitudinal study by Bariola et al. (2011) in Australia showed that unresponsive parenting styles that do not support healthy emotional expression were associated with lower emotion regulation ability among adolescents years later. A study by Smorti et al. (2024) revealed that authoritarian parenting styles that are insensitive to adolescents' emotional needs are linked to poor emotion regulation ability. The results showed that 49% of adolescents raised in families with authoritarian parenting had difficulty managing their emotions, whereas only 27% of adolescents from families with more responsive parenting showed similar difficulties.

Interviews conducted by the researcher on April 15, 2024, via WhatsApp with 10 late adolescents revealed several findings related to emotion regulation abilities in this age group. Four respondents stated that they did not fully understand the emotions they were experiencing or how to manage them properly. They expressed a need for guidance and support from parents or other adults to develop emotion regulation skills. They also noted that warm relationships with parents and the application of positive parenting helped them regulate their emotions more effectively compared to adolescents who lacked such support. Meanwhile, three other respondents revealed that their parents rarely provided opportunities to discuss their feelings or guided them in managing emotions healthily. This led them to suppress or avoid negative emotions, which in turn intensified the emotions and made them harder to control. The remaining three respondents also shared that a lack of warmth and emotional support from their parents was a barrier to developing optimal emotion regulation skills. They stated that rigid and cold relationships with their parents meant they lacked role models or guidance in effectively managing emotions.

Based on the interview results, a relationship can be observed between emotion regulation ability in late adolescents and several aspects of emotion regulation as described by Gross (2014). The first aspect is strategies to emotion regulation, as reflected in the four respondents who admitted not fully understanding their emotions and still needing guidance from parents. This indicates that they lack adequate strategies to address emotional problems and effectively reduce the impact of negative emotions. The second aspect is engaging in goal-directed behaviors, where three respondents stated that their parents rarely provided space to discuss emotions, leading them to suppress or avoid negative feelings. This suggests difficulty in staying focused and acting according to goals

when experiencing intense emotional states. The third aspect, control of emotional responses, was evident among the three adolescents who lacked emotional support and warmth from their parents. They tended to experience difficulties in controlling and expressing emotions appropriately, due to the absence of role models or sufficient guidance in managing emotions. The fourth aspect is acceptance of emotional responses, where adolescents who had good relationships with their parents and received positive parenting were better able to accept their negative emotions without feeling ashamed or emotionally burdened. Various factors can influence emotion regulation ability, one of which is parenting style. Authoritarian parenting that is rigid, lacks warmth, and does not provide space for emotional expression can hinder the development of healthy emotion regulation during adolescence. In contrast, warm, supportive, and emotionally open parenting tends to support adolescents in better managing their emotions. Difficulties in emotion regulation in late adolescents can also be caused by other factors, such as excessive social media use, traumatic experiences, life pressures, violence, lack of social support, and nonresponsive, permissive, or authoritarian parenting styles (Woods & Scott, 2016; Herts et al., 2012; Morris et al., 2007). Therefore, the role of parenting is crucial in shaping emotion regulation skills, especially during late adolescence. Authoritarian parenting often emphasizes obedience without explanation and is characterized by an emotionally cold atmosphere. Parents with this style are generally less emotionally involved, do not allow open communication, and impose strict control (Hoskins, 2014). The characteristics of this parenting style—domination of control, lack of emotional attachment, and restriction of emotional expression—can hinder the development of emotion regulation during adolescence.

Many studies have explored the relationship between authoritarian parenting and emotion regulation ability among individuals from various age groups and backgrounds. One study by Nathania and colleagues (2022) focusing on adolescents found that authoritarian parenting negatively impacted adolescents' ability to regulate emotions. Adolescents raised with an authoritarian style tended to use less adaptive emotion regulation strategies, which could hinder their emotional and psychological development. Meanwhile, a study by Setyowati and Fairuzindra (2023) found a significant relationship between authoritarian maternal parenting and tendencies for self-harming behavior in adolescents. This relationship was largely mediated by difficulties in emotion regulation, where authoritarian maternal parenting potentially posed a direct or indirect risk factor for self-harming behavior through disruptions in emotion management. Another study by Ardiansyah and team (2023), conducted on university students living away from home at the University of Semarang, also showed a significant relationship between parental parenting styles and emotion regulation ability among 2020 Psychology Faculty

students. However, differing results were found in a study conducted by Aula (2023), involving firstborns aged 17–24 in Yogyakarta. This study did not find a correlation between authoritarian parenting and emotion regulation ability, suggesting that among individuals entering early adulthood, authoritarian parenting has no significant effect on emotional regulation skills. A study conducted by Josefanny and Sanjaya (2021) on 100 adolescents aged 12–24 from broken home families in Indonesia also showed that authoritarian parenting did not influence the use of the emotion regulation strategy of cognitive reappraisal, i.e., the ability to cognitively reassess situations. This is presumably because during adolescence, individuals tend to form closer bonds with peers than with family, especially those from broken home families who receive less attention and affection from parents.

Although many studies have examined the relationship between authoritarian parenting and emotion regulation, there are still several gaps in the literature that require attention. First, findings from various studies indicate inconsistencies: some identify a significant relationship between authoritarian parenting and emotion regulation ability, while others do not. Second, issues of emotion regulation are generally more associated with early adolescents, even though, based on the various phenomena and research findings outlined above, late adolescents also face challenges in managing their emotions. Based on this background, this study adopts the title: Authoritarian Parenting and Emotion Regulation in Late Adolescence.

This study aims to examine whether there is a relationship between authoritarian parenting and emotion regulation ability in late adolescents. The objective is to determine the extent to which authoritarian parenting influences the emotional regulation capacity of individuals in this developmental stage. Theoretically, the research is expected to contribute to the advancement of psychological science, particularly in the fields of developmental and family psychology. Practically, it offers benefits for late adolescents by increasing awareness of how parenting styles affect their emotional regulation and encouraging the development of more adaptive strategies. For parents, it provides insights into the impact of authoritarian parenting on their children's emotional development. Additionally, for school counselors and psychologists, the findings may serve as a foundation for designing interventions or training programs to support adolescents facing emotional regulation difficulties linked to authoritarian parenting.

RESEARCH METHOD

This study used a quantitative correlational design to examine the relationship between authoritarian parenting (variable X) and emotion regulation (variable Y) in late adolescents. Authoritarian parenting was measured using the Parental Authority Questionnaire (PAQ) by Buri (1991), adapted into Indonesian by

Darmawan et al. (2020), with reliability scores of $\alpha = 0.839$ (father) and $\alpha = 0.780$ (mother). Emotion regulation was assessed using the Emotion Regulation Questionnaire (ERQ) by Gross (2014), modified by Sari and Naqiyah (2023), with four main aspects and a reliability score of $\alpha = 0.865$. The study involved 350 participants aged 18--22, selected through accidental sampling—a non-probability convenience sampling method in which participants were recruited based on their availability and willingness to participate during the data collection period.

Accidental sampling was chosen for several pragmatic reasons: (1) the research focused on a specific and accessible population (late adolescents aged 18-22 who could be reached through social media platforms commonly used by this age group); (2) the correlational nature of the study, which examines relationships between variables rather than making population-level prevalence estimates, is compatible with non-probability sampling approaches provided that the sample is sufficiently large and heterogeneous; (3) resource and time constraints of the study made probability sampling methods logistically unfeasible; and (4) the study prioritized internal validity (accurately measuring the relationship between variables within the sample) over external validity (generalizability to all Indonesian late adolescents). However, several potential biases associated with accidental sampling were considered and addressed: Selection bias was partially mitigated by distributing recruitment materials across multiple social media platforms (Instagram, WhatsApp, X, TikTok) and diverse online communities to reach adolescents from various backgrounds rather than relying on a single recruitment source.

Self-selection bias (whereby only certain types of adolescents choose to participate) was acknowledged as a limitation, as adolescents with particularly positive or negative experiences with authoritarian parenting may have been differentially motivated to participate. To partially address this, recruitment materials emphasized the study's confidential and anonymous nature to encourage honest participation regardless of parenting experiences. Inclusion criteria were deliberately broad (age 18-22, any gender, any geographic location in Indonesia, any socioeconomic background) to maximize sample heterogeneity and reduce the homogeneity that can result from convenience sampling. Despite these mitigation strategies, the findings should be interpreted as demonstrating relationships between variables within this particular sample rather than as representative of all Indonesian late adolescents, and replication with probability sampling methods would strengthen confidence in the generalizability of findings.

The study involved 100 participants aged 18--22, selected through accidental sampling via an online questionnaire distributed from February 13 to April 28, 2025. Prior to data collection, pilot testing was conducted with 30 adolescents to ensure item discrimination and reliability (PAQ $\alpha = 0.870$; ERQ $\alpha = 0.961$). Data

analysis used Pearson's correlation, with normality and linearity tests performed beforehand. If the data did not meet assumptions, Spearman's correlation was used instead.

RESULT AND DISCUSSION

The research was conducted from February 13 to April 28, 2025, using a Google Forms questionnaire distributed through social media platforms such as Instagram, WhatsApp, X, and TikTok to late adolescents aged 18–22 who met the study criteria. The data collection received official research permission (No. 149/PU-F.Psi/VI/2025) and ethical clearance (No. E.6.m/330/KE-FPsi-UMM/VI/2025). During data collection, the researcher encountered challenges, particularly the low initial response rate. Many participants were hesitant to share personal experiences related to authoritarian parenting, as it is considered a sensitive family issue. To address this, the questionnaire was distributed more broadly, and a persuasive approach was used to help participants feel secure and respond honestly.

In this study, a total of 350 late adolescents participated.

Table 1. Participant Demographics

No	Participant Classification	Description	Frequency	Percentage
1	Gender	Female	160	45.7%
		Male	190	54.3%
		Total	350	100%
2	Age	18 years	41	11.7%
		19 years	49	14%
		20 years	65	18.6%
		21 years	97	27.7%
		22 years	98	28%
		Total	350	100%

Based on the data in Table 1, in the gender category, 160 participants (45.7%) were female, while 190 participants (54.3%) were male. In the age category, 41 participants (11.7%) were 18 years old, 49 participants (14%) were 19 years old, 65 participants (18.6%) were 20 years old, 97 participants (27.7%) were 21 years old, and 98 participants (28%) were 22 years old.

Table 2 Descriptive Statistics

		N	Minimum	Maximum	Mean	Std. Deviation
Father's Parenting	Authoritarian	350	8	32	27.21	4.576
Mother's Parenting	Authoritarian	350	10	40	34.16	5.868
Emotion Regulation		350	38	149	84.45	22.099

Valid N (listwise): 350

Table 2 shows descriptive statistics for 350 participants across three main data groups. The authoritarian parenting score for fathers ranges from 8 to 32 with a mean of 27.21 and a standard deviation of 4.576. The authoritarian parenting score for mothers ranges from 10 to 40 with a mean of 34.16 and a standard deviation of 5.868. The emotion regulation scores range from 38 to 149 with a mean of 84.45 and a standard deviation of 22.099.

Table 3. Categorization of Father's Authoritarian Parenting

Interval	Category	Frequency	Percentage
$X \leq 20.35$	Very Low	35	10%
$20.35 < X \leq 24.92$	Low	22	6.3%
$24.92 < X \leq 29.50$	Moderate	215	61.4%
$29.50 < X \leq 34.07$	High	78	22.3%
Total		350	100%

Table 3 shows that the level of father's authoritarian parenting among 350 participants falls into four categories: very low, low, moderate, and high. Most participants (61.4%) fall into the moderate category based on the average score.

Table 4. Categorization of Mother's Authoritarian Parenting

Interval	Category	Frequency	Percentage
$X \leq 25.36$	Very Low	30	8.6%
$25.36 < X \leq 31.23$	Low	28	8.0%
$31.23 < X \leq 37.10$	Moderate	218	62.3%
$37.10 < X \leq 42.98$	High	74	21.1%
Total		350	100%

Table 4 shows that most participants (62.3%) scored their mothers' authoritarian parenting style as moderate.

Table 5. Categorization of Emotion Regulation

Interval	Category	Frequency	Percentage
$X \leq 51.31$	Very Low	32	9.1%
$51.31 < X \leq 73.40$	Low	57	16.3%
$73.40 < X \leq 95.50$	Moderate	186	53.1%
$95.50 < X \leq 117.59$	High	42	12.0%
$X > 117.59$	Very High	33	9.4%
Total		350	100%

Table 5 shows that most participants (53.1%) had a moderate level of emotion regulation.

Table 6. Normality Test One-Sample Kolmogorov-Smirnov Test

	Father's Authoritarian Parenting	Mother's Authoritarian Parenting	Emotion Regulation
N	350	350	350
Mean	27.21	34.16	84.45
Std. Deviation	4.576	5.868	22.099
Kolmogorov- Smirnov Z	5.338	4.981	1.949
Sig. (2-tailed)	0.000	0.000	0.001

Based on Table 6, the Kolmogorov-Smirnov normality test results for all three variables show significance values of less than 0.05, indicating that the data are not normally distributed. Therefore, the Spearman non-parametric test was used for further correlation analysis.

Table 7. Linearity Test: Father's Authoritarian Parenting and Emotion Regulation

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	40409.778	23	1756.947	4.405	0.000
Linearity	3756.417	1	3756.417	9.418	0.002
Deviation from Linearity	36653.361	22	1666.062	4.177	0.000
Within Groups	130028.990	326	398.862		
Total	170438.769	349			

Table 7 shows that the linearity value ($F = 9.418$, $p = 0.002$) is significant, indicating a linear relationship between father's authoritarian parenting and emotion regulation in late adolescents.

Table 8. Linearity Test: Mother's Authoritarian Parenting and Emotion Regulation

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	47908.708	27	1774.397	4.663	0.000
Linearity	6534.868	1	6534.868	17.173	0.000
Deviation from Linearity	41373.840	26	1591.302	4.182	0.000
Within Groups	122530.061	322	380.528		
Total	170438.769	349			

Table 8 shows that the linearity value ($F = 17.173$, $p = 0.000$) is significant, indicating a linear relationship between mother's authoritarian parenting and emotion regulation in late adolescents.

Table 9. Correlation Between Father’s Authoritarian Parenting and Emotion Regulation

	Father’s Authoritarian Parenting	Emotion Regulation
Correlation Coefficient	1.000	-0.226**
Sig. (1-tailed)	—	0.000
N	350	350

Table 10. Correlation Between Mother’s Authoritarian Parenting and Emotion Regulation

	Mother’s Authoritarian Parenting	Emotion Regulation
Correlation Coefficient	1.000	-0.254**
Sig. (1-tailed)	—	0.000
N	350	350

Based on the Spearman correlation test in Table 9, the correlation coefficient between father’s authoritarian parenting and emotion regulation is -0.226 with a significance value of 0.000 ($p < 0.01$), indicating a significant negative relationship. Table 10 shows a correlation coefficient of -0.254 between mother’s authoritarian parenting and emotion regulation, with a significance value of 0.000 ($p < 0.01$), indicating a significant negative relationship as well

The findings of this study support the proposed hypothesis, indicating a significant negative relationship between authoritarian parenting and emotion regulation in late adolescents. The higher the level of authoritarian parenting by parents, the lower the adolescents’ ability to manage their emotions. This aligns with research by Haslam et al. (2025), which found that children raised with authoritarian parenting tend to struggle with adaptive emotional expression and regulation. These results highlight the critical role of the family environment—particularly parenting styles by both fathers and mothers—in shaping adolescents’ emotional development.

Emotion regulation is a crucial ability that enables individuals to manage, evaluate, and express emotions appropriately according to situational demands. McRae and Gross (2020) explained that emotion regulation involves not only the suppression of negative emotions but also the enhancement and adjustment of emotional responses—both positive and negative—either consciously or unconsciously, to achieve certain psychological and social goals. Within an authoritarian parenting context, as described by Buri in Darmawan et al. (2020), parents often emphasize obedience, rigid control, and discipline over creating a safe space for emotional exploration and expression.

Adolescents growing up in unsupportive environments for emotional expression are more likely to face difficulties in identifying, accepting, and managing their emotions adaptively. Therefore, increasing parental awareness of the importance of emotional communication and developing family-based psychological interventions are strategic steps in fostering healthy emotion regulation. Several interrelated factors explain how authoritarian parenting affects not only adolescent but also adult emotion regulation. Parenting styles marked by high control, psychological punishment, and emotional coldness often contribute to the development of maladaptive emotional regulation strategies.

Tani et al. (2017) showed that authoritarian and rigid parenting is associated with emotional regulation difficulties into adulthood. This confirms that the impact of parenting styles on emotional regulation extends beyond childhood and shapes long-term emotional patterns, particularly when children lack healthy emotional experiences early in life. Adolescents raised in authoritarian households often find it challenging to understand and respond to daily social-emotional situations positively. They may feel confused, pressured, or emotionally reactive due to limited opportunities to safely explore and learn about their emotions. This is supported by Nathania et al. (2022), who found that adolescents raised with authoritarian parenting tend to adopt harmful emotional coping strategies such as emotional suppression, self-blame, and rumination, which worsen psychological outcomes like anxiety, low self-esteem, and emotional instability.

The roots of authoritarian parenting can stem from both internal family dynamics and broader sociocultural influences. Many parents still hold the belief that children must obey without question, viewing strict control as responsible parenting. Haslam et al. (2020) note that in cultures emphasizing obedience, family tradition, and respect for authority, authoritarian parenting is often normalized and socially accepted, even though it negatively impacts children's emotional and behavioral development. Its effects begin early in childhood and persist through adolescence, leading to poor independence, decision-making difficulties, and emotional management issues.

Fikriyyah et al. (2022) emphasized that preschoolers raised under authoritarian parenting tend to be less independent and struggle with emotional self-regulation. During adolescence, these patterns evolve into difficulties in adapting emotional responses to complex social contexts. A major challenge in authoritarian parenting is the absence of a secure emotional bond between parent and child. Adolescents raised under strict control often hesitate to express feelings for fear of rejection or criticism, while authoritarian parents may misinterpret emotional expression as defiance. This dynamic hinders the development of healthy emotion regulation skills.

Dwistia et al. (2025) stressed that without responsive and empathetic parenting, adolescents are unlikely to develop flexible emotional regulation. Thus, strengthening parenting education and fostering open emotional communication within families are vital for optimal emotional development. This study further confirms that the quality of parent-child relationships significantly influences adolescents' capacity for emotion regulation. When families lack emotional support, adolescents not only struggle with regulation but may also experience greater psychological stress. Agbaria et al. (2021) support this, noting that authoritarian parenting and insecure attachment significantly correlate with poor emotional control and maladaptive stress responses in young children. Meanwhile, Naili and Yogi (2022) found that external support from peers and teachers can act as protective factors, helping adolescents build emotion regulation skills even when raised in authoritarian households. This illustrates that emotion regulation is shaped not only by parenting but also by broader social experiences.

A novel contribution of this study lies in revealing that authoritarian parenting continues to be practiced even as children enter emerging adulthood. This suggests that authoritarian dynamics can be enduring, impacting young adults' emotional coping abilities, especially under stress or when striving for independence. Limited emotional expression due to parental control may result in emotional suppression and maladjustment. However, this study has limitations, particularly in its sample distribution, which predominantly falls in the moderate category for both authoritarian parenting and emotion regulation, limiting the visibility of extreme cases. Moreover, other influencing factors such as peer relationships, stress experiences, or attachment to other caregivers were not explored. Therefore, these findings reflect only a partial view of the factors affecting emotion regulation in adolescents.

CONCLUSION

This study concludes that authoritarian parenting is significantly and negatively associated with emotional regulation abilities in late adolescents. The higher the level of authoritarian parenting experienced, the lower the adolescents' ability to manage their emotions adaptively. Such parenting, characterized by rigidity, lack of warmth, and limited emotional dialogue, hinders adolescents in understanding and expressing emotions healthily. Based on these findings, it is suggested that parents adopt more open and supportive parenting styles, adolescents be encouraged to acknowledge and process their emotions, and peers and teachers provide a nonjudgmental environment. Mental health professionals are expected to design interventions focused on emotional regulation and parenting education, while future researchers should explore broader factors such as peer relationships, stress levels, and attachment styles for a more

comprehensive understanding.

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