



DEVELOPMENT AND VALIDATION OF PARENTING SCALE IN STUDENTS

By

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Article Info

Article history:

Received Jan 22, 2026

Revised Feb 14, 2026

Accepted Feb 25, 2026

Keywords:

Parenting Style;
University Student;
Measurement Development;
Validity;
Reliability

ABSTRACT

This study objective is to develop parenting style measurement for university students based on Baumrind's Parenting Style theory. This was a multidimensional measurement from two parenting style dimensions, demandingness and responsiveness. 59 initial items were developed and 46 final items were selected for the study. Data were collected using convenience sampling from 169 active university students across 84 universities in 16 provinces in Indonesia. Psychometric properties analysis that were used include item-rest correlation, alpha cronbach for reliability analysis, and Confirmatory Factor Analysis. The results of the item-rest correlation analysis showed that the demandingness dimension had correlation values ranging from 0,305 to 0,540 with an average of 0,431. The responsiveness dimension showed item-rest correlation values ranging from 0,412 to 0,792 with an average of 0,686. Reliability analysis used alpha cronbach for demandingness ($\alpha=0,838$) and responsiveness ($\alpha=0,95$) proved good reliability. Confirmatory Factor Analysis also showed that the two dimensions have a really good validity score and showed a good fit (CFI and TLI above 0,90; RMSEA and SRMR below 0,80). In conclusion, this measurement has adequate psychometric quality and is suitable for use in assessing the university student's parenting style.

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1. INTRODUCTION

Parenting has an important role in character formation, personality formation, and the development of children's adaptive abilities. According to Baumrind (1991), parenting is formed from two main dimensions, *responsiveness* and *demandingness*. *Responsiveness* It is how far parents build individuality, self-regulation, self-adjustment, and show a supportive attitude and submit to the special needs and demands of the child. *Demandingness* It is the demand of parents on children to maintain the values embraced by the family through the demands of maturity, supervision, discipline efforts, and encouragement for confrontation with children who do not obey orders.

The variation of the two-dimensional combination results in 4 different types of parenting, such as *authoritative*, *authoritarian*, *permissive*, and *rejecting-neglecting* (Baumrind, 1991). *Authoritative* has dimensions *demandingness* and *responsiveness* tall ones. Parents with parenting type *authoritative* have a demanding behavior but with a warm approach. Directions are given with clear standards and the child is involved with the decision-making. Parents give firm directions but do not limit the child's autonomy. The discipline method is constructive in both behavior and attitude. So that this type of parenting will encourage self-regulation and build cooperative values. Parents *authoritarian* has dimensions *demandingness* high and *responsiveness* low. Parents are obedience-oriented and status oriented who expect commands to be obeyed without the need for explanation. Parents tend to make concrete rules and an orderly atmosphere. Parents also love to monitor the activities that their children do and have high hopes to make their family proud. Parents with parenting type *permissive* has dimensions *demandingness* low and *responsiveness* tall ones. Parents tend to spoil their children and don't give much demands and directions. Parents also always comply with all the special wishes and needs of their children. Children tend to be given freedom without confrontation. *Rejecting-neglecting* is a type of parenting style with dimensions *demandingness* and *responsiveness* low. In this type of parenting, parents tend to ignore children. Children are not given any attention either in the form of warmth or demands. Parents may actively refuse or neglect the responsibility of providing custody to their child.

Based on the theory above, this parenting style not only affects children, but can last until adulthood. The results of parenting from certain types of parenting can be found in students. Students are in a transition period that demands independence and emotional resilience. The type of parenting received by the student will affect the way they think, behave, and how to deal with pressure, both social and academic. Therefore, measuring students' perceptions of the parenting they receive is important, especially to understand its influence on various psychological aspects such as motivation, mental health, self-esteem, and academic achievement. The development of conceptually relevant measurement tools can be used and developed to prosper the lives of students.

In general, research on parenting uses 2 measuring tools, namely the *Parental Authority Questionnaire* (PAQ) (Anggawi, et. al., 2025; Szkody, et. al., 2020; Permata & Listiyandini, 2015) and *Parenting Styles and Dimensions Questionnaire* (PSDQ) (Irwanto, et. al., 2019; Hardjanto & Triman, 2023; Esmacilian, et. al., 2026, Khadka, et. al., 2025). The PAQ measuring tool created by Baumrind in 1991 is measured for students' perceptions of parenting styles (Permata & Listiyandini, 2015). The measuring tool is able to determine the respondents' parenting into three types (*authoritative*, *authoritarian*, and *permissive*). Based on research by Permata & Listiyandini (2015), PAQ can predict various psychological factors such as the resilience of students who are migrating in the first year. The researcher also acknowledged that PAQ still has limitations, especially when it comes to sensitivity to local cultural contexts. Anglo-Saxon, et. al. (2025) used a shortened version of PAQ (PAQ-S) to measure the parenting to be given to respondents aged between 15 to 19 years old with 81.2% having authoritative parenting, 18.3% authoritarian, and 0.5% having permissive parenting. Szkody, et. al. (2020) uses a different approach in using the PAQ measurement tool. All questions were given twice to assess each parent, namely mother and father. The results of the parenting measurement will be correlated with other variables.

The PSDQ gauge was developed by Robinson and colleagues in 2001 to measure parenting style tendencies through three dimensions: authoritative, authoritarian and permissive. This measuring tool consists of 32 items, with good internal consistency with alpha cronbach coefficients of 0.86, 0.82, and 0.64 for authoritative, authoritarian, and permissive subscales respectively (Robinson et al., 2001). Riany, et all (2018) conducted psychometric research so that PSDQ can be used by parents in Indonesia. The results of the study showed that PDSQ was able to measure parental parenting in Indonesia well in authoritative and authoritarian parenting. In this study, permissive parenting was not measured. Rahmawati, et all (2022) examined the short version of PSDQ, with language and cultural adaptations then conducting property tests to measure validity and reliability. The results of the study show that the short version of PSDQ can measure the parenting style of people in Indonesia who have children aged five to seven years.

In addition to these two measuring instruments, there are other parenting measurement tools such as the Japanese Parenting Style Scale (JPSS) (Jatnika, et. al., 2026; Okubo, et. al., 2022), Infant Parenting Styles Questionnaire (IPSQ) (Goldberg, et. al., 2025; Arnott & Brown, 2013; Brown & Arnott, 2014), and Parenting Style Inventory (PSI-II) (Čerešník & Boleková, 2025). According to Jatnika, et. al. (2026), JPSS is a measuring tool that is strongly related to the classification of Baumrind's parenting style in 1967. This measuring tool is composed of 28 items which are divided into 4 factors, namely *warmth* (9 items), *hostility* (6 items), *permissiveness* (6 items), and *harsh control* (7 items). This measuring tool is designed to be easy for Japanese parents to understand and focuses on parenting elementary school children. The PSI-II measuring tool was compiled by Darling and Toyokawa in 1997, consisting of 30 items that describe parenting behavior in three factors, namely *demandingness*, *responsiveness*, and *autonomy-granting* (Čerešník & Boleková, 2025). Different from the previous two measuring instruments, IPSQ is a measuring instrument with 36 items that aims to measure early childhood care (Arnott & Brown, 2013). Brown and Arnott (2014), also explained that this measurement tool consists of 5 factors, namely *discipline*, *routine*, *anxiety*, *nurturance*, and *involvement*. The purpose of the measuring instrument and the adjustment of the item affect how the measuring instrument is arranged.

Therefore, the development of a parenting measurement tool that is in accordance with the typical psychological experience of Indonesian students is important to determine the parenting tendencies carried out by students' parents, in the two dimensions of control (*demandingness*) or warmth (*responsiveness*).

2. RESEARCH METHOD

Participants

The number of respondents in this study was 169 respondents who were selected using the convenience sampling method. The criteria for respondents in this study are active students from various universities in Indonesia. Data collection was carried out within a certain period of time using questionnaires distributed online through Google Form. The use of Google Form was chosen because it makes it easier for researchers to reach respondents from various regions and speed up the process of data collection and processing.

Material

At the stage of preparing the measuring tool, 59 items were successfully developed through the dimensions of demandingness and responsiveness arranged with a multidimensional model. Next, the items will be assessed by several expert child psychologists and produce 46 items (Table 1). This study was measured using a likert scale of 1 (strongly disagree), 2 (disagree), 3 (agree), and 4 (strongly agree). The results of data collection will then be analyzed by reliability analysis and Confirmatory Factor Analysis (CFA) using the Jamovi application.

Next, the item will pass a reliability test using item-rest correlation. Based on the results of the analysis, negatively correlated items will be eliminated to make the instrument more accurate. After going through the elimination process, the number of items retained was 46 items, which were considered to have the appropriate validity and reliability to measure parenting in students.

Measuring Instrument Development Procedure

The procedure for developing the measuring tool in this study refers to the stages of compiling the psychological scale proposed by Azwar (2021). The development process is carried out in stages to produce valid and reliable measuring instruments. The stages carried out are as follows:

Identification of Measurement Objectives and Theoretical Concepts

This research began by setting the measurement goal, the intention was to create an instrument that could measure the parenting pattern of students. The theory used is Baumrind's (1991) parenting pattern theory, which describes parenting patterns based on certain aspects. The theory describes parenting patterns based on key dimensions that indicate the type of interaction between parents and children.

Domain Restrictions and Operational Aspects

After the theoretical concept is determined, the measurement domain is restricted to determine the scope of parenting behavior that is relevant to the characteristics of the research subject, namely students. This domain restriction aims to ensure that the measurement tool developed only covers aspects of parenting. Furthermore, the measurement domain is operationalized into behavioral indicators that can be observed as the basis for the preparation of measurement tool items.

Blueprint Preparation and Item Writing

Based on the aspects and indicators that have been determined, a blueprint of the measuring tool is prepared that serves as a guideline in the preparation of items. The preparation of this blueprint aims to ensure that every aspect of the construct is represented. Furthermore, the measuring instrument items are arranged based on the blueprint that has been made, by compiling a number of statements representing each indicator so that the initial item of the measuring instrument is obtained.

Expert Judgement dan Field Test

The items that have been prepared are then assessed through an assessment process with experts (expert judgement) carried out by child psychologists in the relevant field to assess the suitability of the content and relevance of the items to the constructed being measured. Based on the results of the assessment, revisions and elimination of items that are considered inappropriate are carried out. The revised items were then tested on active students in Indonesia as research subjects with the aim of obtaining data that was used to evaluate the quality of the items. After that, scaling is carried out to establish a scoring system for measuring instruments based on items that have met psychometric criteria.

Item Analysis and Reliability Estimation

The test results data are then analyzed to assess the quality of the item through item analysis and estimation of the reliability of the measuring tool. Item analysis was carried out to identify items that have sufficient discriminating power in distinguishing respondents based on the level of construct measured. Meanwhile, reliability

estimation is carried out to determine the level of consistency between items in the measuring tool. The results of this analysis are used as a basis for determining the eligibility of items to be retained or eliminated at a later stage.

Construct Validity

Construct validity testing is carried out to determine the extent to which items in the measuring tool can present the dimensions of the construct that have been established based on the theoretical foundation. At this stage, statistical analysis is carried out to test the suitability of the measurement model compiled with the data, so that it can be known whether the measuring tool can accurately reflect the measured construct.

Item Selection and Finalization

Based on the results of item analysis, reliability, and construct validity, the final item selection was carried out. Items that meet the criteria are retained, while items that do not meet the criteria are eliminated so that the final measuring tool is obtained.

Preparation of Final Measuring Instruments

The final stage is the preparation of measuring instruments in final form that are ready to be used in the research, including the preparation of scale formats and guidelines for use. The final measuring tool and its coding are described in Table 7.

Table 1. Blueprint of Parenting Measurement Tools

Dimensions	Indicator	Item		Total
		Favourable	Unfavourable	
Demandingness	Giving efforts to discipline children	D1, D2, D3, D4	-	4
	Asking children to follow the norms and rules that exist in the family	D6, D7, D8, D9	D5	5
	Demanding maturity in children	D10, D12, D13	D11	4
	Encouragement to take firm action against non-compliant children	D14, D15, D16, D17, D19	D18	6
	Supervising children	D20, D21, D23, D24, D25	D22, D26	7
Responsiveness	Parents support their children's uniqueness	R1, R2, R3, R4, R5, R6	-	6
	Parents support independence in children	R7, R8	-	2
	Parents encourage children to voice their rights	R9, R10, R11, R12, R13	-	5
	Providing support for children's needs	R14, R15, R16	-	3
	Trying to provide for children's needs	R17, R18, R19, R20	-	4
Total		41	5	46

3. RESULTS AND ANALYSIS

Testing the structure of the measuring instrument in this study was carried out *Confirmatory Factor Analysis* (CFA). The CFA analysis aims to see the compatibility between the measurement model that has been compiled based on theory and the data obtained. The results of the preliminary analysis show that the model has not shown an optimal level of compatibility. Therefore, in this study, model adjustments were made through item modifications to improve model suitability to obtain more fit results.

3.1. Demographic Data

In this study, the sample was selected based on criteria relevant to the research objective, namely active students in Indonesia. Demographic data of research participants is presented in Table 2.



Table 2. Participant Demographic Data

Features	Category	(%)
Gender	Male	15.4%
	Women	84.6%
Domicile	West Java	32.1%
	Central Java	13.1%
	Banten	6.0%
	IN Yogyakarta	6.0%
	Sulawesi Selatan	2.4%
	Sulawesi Barat	3.6%
	DKI Jakarta	10.7%
	East Java	14.3%
	Bali	2.4%
	Lampung	1.2%
	West Nusa Tenggara	1.2%
	Bengkulu	1.2%
	Riau	2.4%
	North Cemetery	1.2%
South Sumatra	1.2%	
Sulawesi Selatan	1.2%	

3.2. Internal Consistency

The researcher performed different calculations between the two dimensions because they were multidimensional. In *the demandingness* dimension, the result of internal consistency calculated using alpha cronbach is ($\alpha=0.838$), while in the *responsiveness* dimension, an alpha cronbach value of ($\alpha=0.95$) is obtained. Table 3 shows that the item-rest correlation coefficient of *the demandingness* dimension is in the range of 0.305 - 0.540 with an average of 0.431. 18 out of 26 items show a correlation between each item with a value above 0.3 (Zijlmans, et. al., 2017). So items D1, D4, D5, D11, D18, D22, D23, and D26 that have a negative correlation need to be eliminated. Meanwhile, in the *responsiveness dimension* (Table 4), the item-rest correlation shows a range of 0.412 - 0.792 with an average of 0.686. One item shows no correlation between each item with a value below 0.3, so item R18 needs to be eliminated.

Table 3. Item-rest Correlation for Demandingness

Item	Item-rest Correlation	Remarks
D2	0.447	Good
D3	0.342	Good
D6	0.415	Good
D7	0.481	Good
D8	0.461	Good
D9	0.346	Good
D10	0.322	Good
D12	0.312	Good
D13	0.45	Good
D14	0.455	Good
D15	0.54	Good
D16	0.492	Good
D17	0.524	Good
D19	0.529	Good
D20	0.52	Good
D21	0.368	Good
D24	0.459	Good
D25	0.305	Good

Table 4. Item-rest Correlation for Responsiveness

Item	Item-retest Correlation	Remarks
R1	0.605	Good
R2	0.675	Good
R3	0.626	Good
R4	0.524	Good
R5	0.747	Good
R6	0.733	Good
R7	0.691	Good
R8	0.737	Good
R9	0.743	Good
R10	0.776	Good
R11	0.792	Good
R12	0.785	Good
R13	0.733	Good
R14	0.792	Good
R15	0.655	Good
R16	0.743	Good
R17	0.589	Good
R19	0.412	Good
R20	0.683	Good

3.3. Factor Analyses

Through the results of the *Confirmatory Factor Analysis* (CFA), the model obtained unfit results. Therefore, researchers are taking steps to improve the results of *Goodness of Fit* by modifying the model, which aims to improve the fit of the model (Cahyadi, 2025).

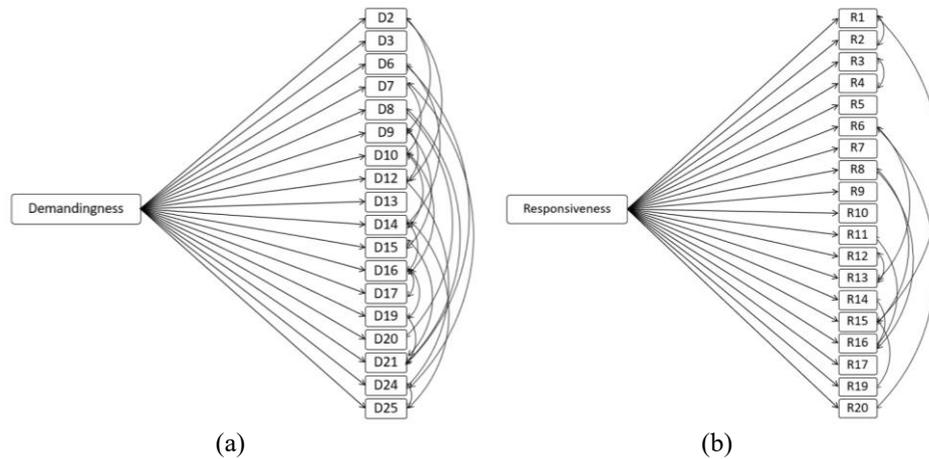
Table 5. Goodness of Fit on the Demandingness Dimension

Model Fit Index	Results	Remarks
Chi-Square (X^2)	166	
df	115	Not Fit
p-value	0.001	
CFI	0.931	Fit
TLI	0.908	Fit
SRMR	0.0618	Fit
RMSEA	0.0512	Fit

Table 6. Goodness of Fit on the Dimension of Responsiveness

Model Fit Index	Results	Remarks
Chi-square (X^2)	224	
df	141	Not Fit
p-value	<.001	
CFI	0.959	Fit
TLI	0.951	Fit
SRMR	0.0424	Fit
RMSEA	0.0592	Fit

Table 5 shows the result of chi-square (χ^2) = 166, with the result of p-value = 0.001 and df = 115. The value of other fit models such as CFI in this study is 0.931, the TLI result shows 0.908, and the SRMR and RMSEA values in this study are 0.0618 and 0.0512, respectively. Evidence of correlation can be evidenced from the following path diagram (Figure 1a).



Gambar 1. Path Diagram
 (a) Demandingness Dimension, (b) Responsiveness Dimension

The results of the analysis from Table 6 show the result of chi-square (χ^2) = 224 and the result of the p-value is less than 0.001. In the *responsiveness dimension*, the CFI value is 0.959 which meets the ideal criteria. In addition, the TLI result is 0.951 which indicates that the TLI is in the fit category. Likewise, the SRMR value = 0.0424 and the RMSEA value = 0.0592 indicate a fit category because the value is lower than 0.08. Evidence of correlation can be evidenced from the following path diagram (Figure 1b).

Table 7. Parenting Scale

Dimensions	Item	Code
Demandingness	My parents set my rest time, such as phone playtime, watching TV, or sleeping.	D2
	I was punished for lying to my parents	D3
	Every day during mealtime, my parents asked me to eat with my family.	D6
	My parents forbade me to play with my friends often.	D7
	My parents didn't allow me to stay in the room a lot.	D8
	I was asked to always help my family when needed.	D9
	My parents didn't give me help when I asked for help with the problems I was facing.	D10
	My parents gave me the demand to accept the consequences if I abandoned the responsibilities that had been given.	D12
	Parents scold me when I complain a lot.	D13
	Parents often use a high tone when reprimanding me when I make mistakes.	D14
	Parents will scold me if I break the rules.	D15
	Parents tend to beat me to follow orders.	D16
	My parents forced me to obey the rules for no reason whatsoever.	D17
	Parents will punish me when I break the rules they make.	D19
	My parents always ask me what I am doing when I open my phone.	D20
	My parents will reprimand me for using gadgets a lot.	D21
	When I play with friends, my parents will give me a certain amount of time.	D24
My parents know what I do at home as well as outside the home.	D25	
Responsiveness	My parents accepted my differences with others.	R1
	My parents freed me to express myself.	R2
	I was given the opportunity to explore my own interests by my parents.	R3
	My parents didn't force me to choose things I didn't like.	R4
	My parents gave me the opportunity to express my opinion.	R5
	My parents encouraged me when I made my own decisions.	R6
	My parents didn't prohibit me much from exploring the surroundings.	R7
	When I face problems, my parents will discuss the problems I am facing.	R8
	My parents gave me time to express what I felt.	R9
	My parents listened attentively as I told them how I felt.	R10

My parents tried to understand the reason behind the complaint I made.	R11
Parents will give me time to hear my opinion.	R12
My parents will ask my opinion before deciding on something.	R13
My parents provided emotional support when I was having problems.	R14
My parents helped me in finding solutions to problems	R15
When I have a problem, my parents will give me time to tell them about the problem I am facing.	R16
When I have a certain desire, my parents tend to give permission.	R17
When I make a mistake or violate, my parents will forgive me.	R19
Parents will understand my desire to make decisions that are different from theirs.	R20

3.4. Analysis and Discussion

Based on the results of the reliability analysis conducted with Alpha Cronbach, *the dimensions of demandingness* ($\alpha=0.838$) and *responsiveness* ($\alpha=0.95$) are categorized as constructs that have very good internal consistency with a score above 0.7. The item-rest correlation in the *demandingness* and *responsiveness* dimensions was in the range of 0.305 - 0.540 and 0.412 - 0.792, respectively, which showed a good reliability value ($R_{ir} > 0.3$) (Zijlmans, et. al., 2017). The results of the internal consistency test can show that both dimensions measured have a high reliability value.

Confirmatory Factor Analysis (CFA) is carried out to evaluate the measuring tool using *the goodness of fit method*. Before the modification, the results from the CFA showed that the measuring tool for the dimensions of this parenting style was not yet fit. Therefore, modifications by correlating between items are carried out in both dimensions until a fit result is achieved.

The chi-square value (X^2) in the *demandingness* dimension is 166 with a p-value of 0.001, so it can be concluded that the tested model has not met the good fit criteria. However, based on the index of other fit models, the model shows a good fit. This is shown by the value of CFI = 0.931 and the value of TLI = 0.908 which each exceeds 0.9 which is included in the fit category. The Comparative Fit Index (CFI) and the Tucker-Lewis Index (TLI) depend on comparing an independent model or *baseline* model with an observed model (Goretzko, et. al., 2024). Likewise, the SRMR with a value of 0.0618 and the RMSEA value with a value of 0.0512 indicate a good level of compatibility with a value below 0.08 (Cahyadi, 2025). Standardized Root Mean Square Residual (SRMR) quantifies the difference between the correlation predicted by the model and the empirical correlation (Goretzko, et. al., 2024). Therefore, the smaller the SRMR value, the more the model correlation is identical to the actual correlation. The Root Mean Square Error of Approximation (RMSEA) quantifies the error of *approximate fit* that replaces the hypothesis of *the exact fit* in chi-square with the hypothesis in *the approximate fit*. So that RMSEA with a value of 0 indicates a good fit value (Goretzko, et. al., 2024).

In the *responsiveness* dimension, the chi-square value (X^2) is 224 with a p value of < 0.001 , it can be interpreted that there is a discrepancy so that the model is considered unfit. However, other conformity index calculations show a good fit model. CFI with a value of 0.959 and TLI of 0.951 each have a value above 0.9 which is included in the *good fit* category. SRMR and RMSEA in this study had values of 0.0424 and 0.0592 respectively with values smaller than 0.08 so they were included in the *good fit model*.

This shows that the factor structure in this study has a degree of conformity whose residual variation is theoretically acceptable which suggests that the model functions on an empirical reality approach rather than a variation in responses from respondents that cannot be fully explained by the model.

The results of the analysis showed a significant item-rest correlation that most items had adequate validity. In addition, each dimension has a good reliability value, indicating a strong internal consistency. This measurement tool can be considered quite representative for the overall Indonesian student population because it has been tested on students from various universities and departments. The conclusion of the test results showed that the parenting measuring tool had good psychometric qualities based on validity and reliability. This method can effectively measure on two main parenting approaches that have a clear and consistent item structure. Therefore, this measuring tool is suitable for psychological assessment related to parenting. In addition, this research has the potential to be further developed, such as improving the quality of items, conducting scale confirmation tests, and expanding the context of use so that it can be used by students with various backgrounds.



The study has several limitations that need to be considered, first, the results of the significant chi-square test ($p > 0.05$) showed that the number of respondents was relatively small and affected the validity based on exact fit. Second, the content validity test does not use Aiken's V, thus reducing the validity power of the instrument on the still limited aspects of item suitability. Third, there are many items that are eliminated, especially in the *demandingness dimension* due to a negative item-rest correlation. This reduces the scope of construct indicators so that the results of the research must be understood in the context of a simplified instrument structure.

4. CONCLUSION

This study aims to develop and test the construction of parenting measurement tools for students based on two parenting approaches proposed by Baumrind, namely *demandingness* and *responsiveness*.

Based on the results of the analysis that has been carried out, it can be concluded that the instruments in this study on the dimensions of *demandingness* and *responsiveness* show the consistency of internal structure and the structure of the item factor that are good and empirically acceptable. The results of the CFA calculation support a two-dimensional measurement model with a good category. Overall, these findings can contribute to the development of constructs. To improve the value of validity and reliability.

This parenting measuring tool that has been proven to have good quality, validity, and reliability in the dimensions of *demandingness* and *responsiveness* is suitable for use for psychological assessment. With this instrument, practitioners can measure the perception of parenting in students and examine its influence on various psychological aspects of students. This research is expected to be the basis and reference for the development of other relevant psychological assessment instruments.

Measurement, further research is recommended to use a more systematic validity test such as Aiken's V in assessing the validity of the content so that the measurement process becomes more concrete. Increasing the number of respondents is also recommended to obtain a more stable parameter estimate and increase the level of reliability of the research results. Meanwhile, the use of instruments to interpret the measurement results carefully adjusts to the empirical data of this study.

ACKNOWLEDGEMENTS

The author's gratitude goes to Mrs. Novita Sari, S. Psi., M. Psi. as a lecturer who guided and directed the author during the research process until completing this article. The author also thanked the experts involved in the assessment in the preparation of the items on this measuring tool. Finally, the author also gave great appreciation to the respondents for their cooperation and support through filling out the questionnaire.

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