



Research Paper

The Effect of Authoritative Parenting and Knowledge About Inclusive Behavior on Empathy in Elementary School Students

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ABSTRACT: In general, a person receives his first education at home, and so do children. They receive guidance regarding attitudes, behavioral patterns, and interpersonal relationships from the teachings of their parents. Education related to empathy is also first received from parents before they enter school. Understanding and fostering empathy in children is critical to fostering prosocial behavior and healthy relationships. Authoritative parenting, characterized by responsiveness and demands with clear boundaries, has emerged as an important factor in shaping empathetic individuals. Therefore, before teachers are assigned to educate children, there needs to be awareness from parents to participate in their children's education. This study used a multiple regression design to measure the influence between authoritative parenting and knowledge about inclusive behavior on empathy. Data collection was carried out with 112 elementary school students using the Empathy Scale, Knowledge Test, and Authoritative Parenting Index. Data analysis was carried out using Jamovi version 2.3.28, which revealed that authoritative parenting and knowledge about inclusive behavior had a significant influence on empathy ($p < 0.001$) with an effect size of 14.3%. These findings emphasize the importance of promoting authoritative parenting practices and educating children about inclusive behavior, as these practices have the potential to support the development of empathic capacities in children. By emphasizing a nurturing approach and educational content related to inclusive behavior, educators and policymakers can contribute to creating a supportive environment for children's holistic development.

KEYWORDS: Authoritative parenting, empathy, inclusive behavior, elementary students

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I. INTRODUCTION

Elementary school (SD) education is the basic level for a person in pursuing education. This level of education contributes to building a person's knowledge base for use in further education, therefore the implementation of learning in elementary school must run optimally. The education that is taught and needed today is no longer just about academics and intellectual quality, but also the formation of moral and human character. The education system as intended has been clearly expressed in the National Education System. This means that education is a process to make humans into better people.

The current phenomenon that is often encountered is how elementary school (SD) students show negative attitudes, speak harshly, act dishonestly, and carry out aggressive actions such as bullying. The Indonesian Child Protection Commission (KPAI) recorded 2,355 cases of violations of child protection from January to August 2023. Of this number, 87 cases were children who were victims of bullying and 236 cases were children who were victims of physical and/or psychological violence [1]. Based on data from the Federation of Indonesian Teachers' Unions (FSGI), 25% of bullying cases occurred in elementary schools in the January-July 2023 period [2]. This indicates that the world of education is experiencing a 'violent emergency'.

The above phenomenon shows the importance of paying attention to students' moral development. Morals can regulate a person's behavior in society so that they carry out good and correct actions [3]. The school climate has an impact on student behavior, including bullying. Schools that have an inclusive and empathetic climate can make students more accepting of differences in other friends and minimize bullying at school [4]. Social acceptance occurs on a continuum that ranges from tolerating the presence of other people around you to

actively wanting someone to be your social partner. High empathy in students can make them more accepting of social conditions in the school environment [5]. Someone who has a high level of empathy always shows a positive attitude towards other people and avoids behavior that could hurt or harm other people [6]. So when students have high empathy, they will be more able to accept their social conditions and reduce the potential for bullying. Several other studies state that positive empathy influences prosocial behavior in children [7].

A lack of empathy in children can hurt their social relationships with peers and can lead to aggressive behavior, antisocial behavior, and a lack of effective communication skills [8]. Sari stated that empathy as a child's social potential needs to be stimulated from an early age. Therefore, it is important to understand the factors that influence the development of empathy in children to prevent these negative consequences. Parents play a role in shaping children's empathy through their parenting style.

The research conducted by Gantiva and Gantiva shows that empathy is an important thing for children to learn [9]. They will learn empathy from those around them and apply the values taught to them by their parents. Parents contribute to children's environmental conditions just as they pass on their genes to children which will influence their development [10]. This is also in line with statement which states that parents' conditions will influence children's moral development such as parents' age, socio-economic status, parents' education, and norms [11]. Children's development will be influenced by the way their parents care for their children [12]. Research on the role of caring for children is mostly conducted at an early age [13];[14];[15] with results showing that the role of care is indeed significant in the development of children's empathy. Not only in early childhood, but parenting also plays a role in forming adolescent empathy [16].

Even though there is a lot of research that discusses parenting styles and the development of children's empathy, this research still needs to be continued to find the most appropriate pattern for forming children's empathy [17]. The development of the family's perspective plays an essential role in socializing norms, understanding, and appropriate behavior in society [18].

Yaqin from the results of his research, found that empathy also experiences positive changes when someone gains increased insight, knowledge, and thinking skills, whether obtained through formal, informal, or non-formal education. Another factor that also contributes to increasing empathy is emotional maturity or maturity of attitudes and personality, whether resulting from peer interactions, teaching, or the example of teachers and parents. Social understanding itself has a positive correlation with children's empathy. Knowledge of inclusive behavior is categorized as social understanding [19].

This research will look at the relationship between authoritative parenting and empathy in elementary school-aged children who are teenagers in more depth in the four aspects of empathy, namely perspective taking, empathic concern, personal distress, and fantasy.

II. LITERATURE REVIEW

According to Davis, empathy is an individual's skill to be able to know, understand comprehend, and feel the feelings experienced by other people deeply [20]. According to Baron & Byrne, empathy is a person's ability to feel the feelings or experiences of other people [21]. This means that by having an empathetic attitude, a person can share in the happiness and sadness of other people, he is willing to assist both materially and morally, and is also willing to work together with other people to achieve a goal.

Empathy has 4 aspects according to Davis, namely: (1) Perspective taking, which is a condition where someone understands another person's point of view; (2) Empathic concern, namely a person's tendency to feel other people's feelings to give rise to feelings of love and care; (3) Personal distress, which is a feeling of discomfort when seeing other people's difficulties; (4) Fantasy, a condition where a person can imagine himself as a fictional character in a storybook, novel or film. [20]

Authoritative parenting is a way for parents to encourage their children to be independent while providing support simultaneously. Children experience warmth and responsibility at the same time. This makes children's emotional needs fulfilled, giving them confidence, good communication skills, creativity, and generosity [22]. Baumrind stated that authoritative parenting is characterized by two dimensions: responsiveness and demands. The demands given are not threatening but clear rules to make children more responsible [23].

Inclusive behavior is a condition where students do not differentiate between friends and can mingle and cooperate with all friends at school. This behavior is a form of acceptance of other people with different conditions at school. The meaning is that students have knowledge about how not to discriminate against others and can accept their differences. This knowledge needs to be instilled before they are guided to accept the conditions of others [24].

Hypothesis: Authoritative parenting and knowledge about inclusive behavior have a significant impact on student empathy.

III. METHODS

This research aims to determine the relationship between authoritative parenting and empathy in elementary school students. The design used is a quantitative approach with a multiple regression test which will look at the influence of the independent variable on the dependent variable. Authoritative parenting and knowledge about inclusive behavior are independent variables while empathy is the dependent variable. The schematic can be seen in Figure 1.

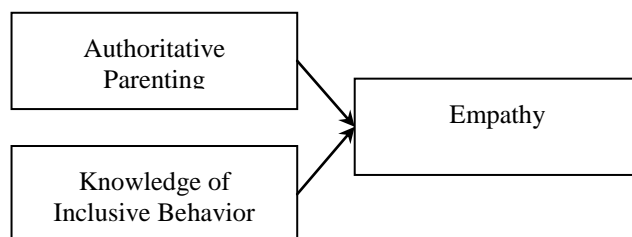


Figure1: framework of thinking

The research was conducted on 112 students at SDN 105351 Deli Serdang. The selection of respondents was carried out using purposive sampling where the children who participated had to meet the requirements as active students in grades 5 and 6 of elementary school and be able to read and write. This method is used to meet the target of elementary school students who will be teenagers and allows them to fill in the scale independently. Data collection was carried out using the Empathy Scale, Knowledge Test, and Authoritative Parenting Index.

Empathy Scale

The Empathy Scale developed by researchers is based on the theory of Davis with a total of 15 items which will measure aspects of cognitive empathy (perspective taking and fantasy) as well as aspects of affective empathy (empathic concern and personal distress) with validity ranging from 0.348 - 0.653 and reliability 0.762 according to [25], a measuring instrument is said to be reliable if the reliability coefficient or Cronbach's Alpha value is > 0.7 (fairly good).

Knowledge Test

The second scale is a Knowledge Test prepared by researchers based on aspects of empathy and additional information about ABK. Consists of 9 items with different item strengths ranging from 0.353 - 0.585 and a difficulty level of 0.43 - 0.77. The reliability of the knowledge test was 0.782 which was tested using Cronbach alpha. This scale meets the requirements for accepting item differentiation, namely a minimum of 0.3 [26], with a difficulty index belonging to the good category, namely between 0.25 - 0.75 [27].

Authoritative Parenting Index

The third scale uses the Authoritative Parenting Index which measures aspects of responsiveness and demands from parents towards children. This scale was adapted from the Authoritative Parenting Index with a total of 16 items and has a scale validity for the responsive dimension of 0.85 and demands of 0.71-0.77 [23]. The adaptation process goes through the stages of translation by experts into Indonesian, then adapting it to local culture, translating it back into the language of origin, then asking for responses from experts and testing it on a small sample. After being adopted, the scale met the index accuracy requirements with $\chi^2 = 0.502$; RMSEA = 0.059; GFI= 0.932; CFI= 0.921; and TLI=0.908. The collected data was analyzed using Jamovi 2.3.28.

IV. RESULT AND DISCUSSION

Based on the results of data collection on 112 student respondents at SDN 105351 Deli Serdang, demographic data was found which can be seen in Table 1.

Table 1. Demographic characteristics of respondents

Age, n (%)	
10	17 (15.18)
11	67 (59.82)
12	28 (25)
Gender, n (%)	45 (40.18)
Man	67 (59.82)

Woman	
Birth Order, n (%)	
Eldest	28 (25)
Middle	28 (25)
Youngest	41 (36.61)
Single	15 (13.39)

4.1 Authoritative parenting

This variable is categorized into 5 sections, namely very good, good, sufficient, poor, and very poor [28]. Determining categories using empirical norms. Table 2 shows an overview of the application of authoritative parenting experienced by students.

Table 2. Statistical Description of Authoritative Parenting

No	Intervals	Frequency	Percentage(%)	Category
1	>55.83	7	6.25%	Very good
2	50.13 - 55.83	27	24.11%	Good
3	44.43 - 50.13	45	40.18%	Enough
4	38.72 - 44.43	25	22.32%	Not enough
5	<38.72	8	7.14%	Very less

Based on the analysis above, it was found that 40.18% of students received sufficient authoritative parenting, which means that respondents received balanced support and demands from their parents. The application of authoritative parenting in the good category was 24.11% and very good 6.25%, only 22.32% of participants had less authoritative parenting and 7.14% had very less.

4.2 Empathy

Just like the categorization of authoritative parenting, empathy is also divided into 5 categories, namely very good, good, sufficient, poor, and very poor. explanation which is determined based on empirical norms. Descriptive data on respondents' empathy can be seen in Table 3.

Table 3. Statistical Description of Empathy

No	Intervals	Frequency	Percentage(%)	Category
1	>40.52	7	6.25%	Very good
2	35.55 - 40.52	34	30.36%	Good
3	30.59 - 35.55	38	33.93%	Enough
4	25.63 - 30.59	24	21.43%	Not enough
5	<25.63	9	8.04%	Very less

Data shows that 33.93% of respondents are quite able to empathize, 30.36% have good empathy, and 6.25% have very good empathy, meaning that students can understand other people's positions, feel other people's emotions, feel uncomfortable when other people have difficulties and can imagine their position. experienced by unreal objects. There were 21.43% of respondents who were less able to empathize and 8.04% were very less empathetic, meaning they found it difficult to do as well as students who had sufficient, good, or very good empathy.

Respondent empathy categories based on demographics can be seen in Table 4.

Table 4. Empathy Categories for Each Respondent's Demographic Characteristics

Age (mean)	
10	30.76
11	32.88
12	34.92
Gender (mean)	
Male	32,467
Female	33,478
Birth order (mean)	
Eldest	33,179
Middle	32.5
Youngest	33,439
Single	32,933

The data above shows the average empathy of students based on age, gender, and birth order. In the age aspect, the highest average was at the age of 12 years with an average of 34.92. Based on gender category, female students have a higher average than male students (32,467 > 33,478). Based on birth order categories, the youngest children have the highest average empathy among others (mean = 33,439)

4.3. The Relationship of Authoritative Parenting and Knowledge of Inclusive Behavior to Empathy

In this research, the hypothesis will be tested by conducting a multiple regression test on the results of three measuring instruments, namely the Authoritative Parenting Index, Knowledge Test, and Empathy Scale for respondents. Before statistical tests are carried out, it is necessary to test assumptions to prove that the data is normally distributed. The assumption test shows a Shapiro-Wilk score of 0.990 with $p=0.565$, which indicates that the data is normally distributed. The autocorrelation assumption test using Durbin Watson meets the assumption test with (DW = 2.07, between 1 and 3). The data also met the multicollinearity assumption test (VIF = 1.04 < 10; Tolerance = 1.04 > 0.1).

The results of multiple regression tests on the hypothesis (H1) of authoritative parenting and knowledge about inclusive behavior on empathy in elementary school students can be seen in Table 5.

Table 5. The influence of authoritative parenting and knowledge about inclusive behavior on empathy

model	R²	Adjusted R²	df1	df2	F	p
1	0.143	0.127	2	109	9.06	<0.001

From the data above, it can be concluded that authoritative parenting and knowledge about inclusive behavior jointly have a significant effect on the formation of empathy (F=9.06; $p<0.001$). This means that the more authoritative parental care and the better the child's knowledge about inclusive behavior can increase empathy in children. Hypothesis accepted.

This study aims to test the hypothesis that there is an influence of authoritative parenting and knowledge about inclusive behavior in elementary school students. Hypothesis (H1) is proven that authoritative parenting and children's knowledge of inclusive behavior are factors that shape children's empathy with a contribution of 14.3%.

These findings are consistent with previous studies investigating the relationship between parenting and empathy in children. For example, research by Sangawi, Adams, & Reissland found that parenting that is supportive and sensitive to children's needs is positively related to the development of empathy in children [12]. Children who are cared for with love will have their emotional needs met so that they can be more sensitive in feeling what other people are experiencing. This is related to the affective aspect of empathy.

Children who receive responsiveness from their parents also become warmer towards others. They can care for other people as their parents care for them. Gili also supports these findings by finding that children raised with warm and responsive parenting tend to show higher levels of empathy [17].

Decety in his research found that parenting that emphasizes the development of social skills and empathy can influence the development of empathy in children [13]. Likewise, research by Malti and Tully [14] shows that authoritative and caring parenting can strengthen empathic abilities in children. Therefore, these findings provide additional contributions to the understanding of the importance of authoritative parenting in shaping empathic abilities in children in the elementary school years, in line with previous research findings.

The results of this research are also in line with Yaqin's research on factors that influence empathy, one of which is social understanding. In this research, the measure of social understanding was obtained from a test of students' knowledge about how to behave if they were in a situation that required them to be empathetic [19]. The understanding that is formed can be from experience and learning provided both at home, at school, and in the community. Appropriate learning can improve social understanding and increase empathy in children. Some learning programs that can be used are prosocial television programs, training, learning methods containing empathy, teaching materials, or learning resources that contain empathy.

The novelty of this research is how external factors, namely parental care, work together with internal factors, namely children's knowledge about inclusive behavior, in the formation of children's empathy. From the results of this research, it can be said that both the outside and the inside of the child need to be paid attention to to form a child's character who has high empathy. Parents can provide appropriate care and support to increase children's knowledge regarding social understanding, as well as teachers and the community who can provide support to provide appropriate learning and examples so that children's knowledge related to social conditions also provides appropriate information.

V. CONCLUSION

The formation of empathy in children is the result of the care given by parents and the knowledge gained so far about social behavior. Parents need to determine the right way and balance between responsiveness and clear demands so that children feel love and still have rules and norms to follow. He also needs to be taught the right information about how to behave in a social environment inclusively to have the desired social understanding. In this way, the formation of empathy can start from home and be supported by learning from school and society.

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