The Influence of *Toxic Parenting* on Social Anxiety and Social Skills of SMAN Batusangkar Students

Rafsel Tas`adi*)
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
E-mail**:** rafsel.t@uinmybatusangkar.ac.id

Dasril
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
E-mail: dasril@uinmybatusangkar.ac.id

Fatih Hatil Yusra
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
E-mail: yusrahatil@gmail.com

Anindita
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
E-mail: aninditaduri@gmail.com

Irman
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
E-mail:irman@uinmybatusangkar.ac.id

Rina Yulitri
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
E-mail: rinayulitril@uinmybatusangkar.ac.id

Wenda Asmita
Universitas Islam Negeri Mahmud Yunus Batusangkar, Sumatera Barat, Indonesia
Email: wendaasmita@gmail.com

*) Corresponding Author

Abstract: Toxic parenting is a type of parental behavior whose impact can destroy a child's life, both in individual and social contexts. The aim of this research is to determine the effect of toxic parenting on students' social anxiety and social skills. The research was conducted at SMAN 1 and 2 Batusangkar. The type of research used is quantitative descriptive. Sampling was taken using nonrandom sampling, namely the accidental convenience sampling technique. Data collection uses a Likert scale. Data analysis with Regression. The research results show that toxic parenting has a significant effect on students' psychology, namely on social anxiety and social skills. The higher the toxic parenting, the higher the student's social anxiety and the lower their social skills. It is highly hoped that parents will have a high level of awareness to abandon toxic behavior in their parenting patterns.

Abstrak: *Toxic parenting merupakan salah satu jenis perilaku orang tua yang dampaknya dapat menghancurkan kehidupan anak, baik dalam konteks individu maupun sosial. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh pola asuh toxic parent terhadap kecemasan sosial dan keterampilan sosial siswa. Penelitian dilakukan di SMAN 1 dan 2 Batusangkar. Jenis penelitian yang digunakan adalah deskriptif kuantitatif. Pengambilan sampel dilakukan dengan menggunakan nonrandom sampling yaitu teknik Accidental Convenience Sampling. Pengumpulan data menggunakan skala likert. Analisis data dengan Regresi. Hasil penelitian menunjukkan bahwa pola asuh toxic parent berpengaruh signifikan terhadap psikologi siswa yaitu pada kecemasan sosial dan keterampilan sosial. Semakin tinggi pola asuh toxic parent maka semakin tinggi pula kecemasan sosial siswa dan semakin rendah kemampuan sosialnya. Sangat diharapkan para orang tua memiliki tingkat kesadaran yang tinggi untuk meninggalkan perilaku toksik dalam pola asuhnya.*

INTRODUCTION

Family is the first and main environment for children. The family is a very vital place for children's growth and development, both physical, mental and behavioral development. It is generally recognized that home education is the first and main educational institution in human life. In the social order, the family has a role and function in building a safe, peaceful, happy and prosperous society, all of which must be carried out by the family as the smallest social institution (Setiardi, 2017). Family is the most comfortable place to return to, no matter how far we travel, family is always the most comfortable place for us to return to (Setiani, 2018)

Because the family environment is the first foundation for a child's growth and development, the family has the highest position in the child's development process. (Ulfa & Na'imah, 2020; Azzahra et al., 2021; Oktaviana et al., 2021). Apart from that, the family also plays an important role in shaping a child's personality, values and morals which will provide a foundation for early education before entering formal education. The attitude of parents in educating children will greatly influence the child's growth and development both emotionally, intellectually and spiritually. However, not all families, in this case parents are aware of their big role in the development of their children's character (Ahmad et al., 2021)

The development of children's character certainly begins with the fostering of effective communication in the family. There are six principles of communication ethics in Islam, namely the principle of qawlan karima (correct/straight speech), the principle of qawlan sadida (honest speech), the principle of qawlan ma'rufa (good speech), the principle of qawlan baligha (useful speech), the principle of qawlan layyina (gentle speech) and the principle of qawlan maisura (appropriate speech). (Nasution, 2019). Families with good communication, will be seen from their children's social in other environments that are also good (Fatmawati et al., 2022). Therefore, education in the family has a very important role, as important as education in schools.

Education in the family is all efforts made by parents through habituation and improvisation to help the personal development of family members. The family has a very important role in shaping the personality and development of children to achieve independence and optimal development in life.

The formation of attitudes, moral and personal development in general, occurs through experiences since childhood. The first educators or coaches are parents, teachers, and all the experiences that children have gone through since childhood, are very important elements in their personality. (Saputra, 2021)Because the family is the main and main educational environment, its role is very large.

Therefore, the family is referred to as the first educational environment because of its role in forming the basics of child growth and development and this function greatly affects the development of children, both in social interactions and in religious aspects (Gustina, 2016).

The role of parents in the family, really cannot be taken lightly, because everything starts in the family both the development of emotions, personality, and various other forms of behavior. Emotional development is the ability to control, process, and control emotions in order to be able to respond positively to any conditions that stimulate the emergence of these emotions (Firdausi & Ulfa, 2022).

Efforts to shape a child's personality, namely the actions and treatment of both parents towards their children and siblings, are behaviors that will become part of the family's personality in the future. Parents' attitudes and treatment that are in accordance with religious rules and moral norms will provide children with life experiences that are in accordance with religious teachings, which will then grow

and become an important element that is part of their personality later (Framanta, 2020)

However, currently there is a term for parenting that can destroy children known as toxic parents. toxic parents are parents who have negative parenting patterns that are carried out consistently and dominantly in children's lives, such as harassment, violence, humiliation, and so on which can traumatize and harm children in the long term. (Safardi Bugi et al., 2023)

Based on the above, it is natural for a family to provide good parenting, given the importance of education in the family. Family factors are factors that greatly influence child development, if the relationship between children is good then the family relationship will tend to be good too. (Andriyani & Darmawan, 2018) As is known, smart parenting is a pattern of child education, where parents or caregivers accompany and guide the growth and development of children towards the creation of a golden generation in accordance with the expectations of all parties (Zamroni, 2020).

Every parent has a different parenting style. Each parent sometimes has a tendency towards certain parenting patterns. In general, parenting patterns are divided into three types, namely democratic, authoritarian, and permissive parenting. (Sari et al., 2020). Democratic parenting is the best parenting pattern applied by parents in raising their children.

In democratic leadership, parents show attention and affection, participate in children's activities, believe in children, do not expect too much from children and provide encouragement and wise advice to children.(Saputra, 2021)

Parenting is the attitude of parents in interacting, guiding, developing and educating their children in everyday life with the hope that children will be successful in living their lives. However, sometimes there are forms of parenting and parental attitudes that have a

negative impact and poison the lives of children, known as "toxic parenting".

Toxic parenting is toxic parenting, which means that the parenting patterns carried out by families, especially parents, are wrong or wrong, where parents unconsciously carry out this parenting pattern so that it can hurt the child's psychology. (Dahlan, 2022)

According to Saskara and SM (2020), toxic parents are a description of parents who abuse their children and even make their psychological condition or mental health disturbed. Toxic parents also describe parents who are reluctant to compromise, take responsibility, or apologize to their children. (Nyoman et al., 2021)

They commit various forms of violence against children, which in the short term will interfere with the child's psychological condition or mental health. They are also unwilling to compromise, take responsibility, or apologize to their children Toxic parenting not only has an impact on children's psychology, but also on their learning performance at school. One study in Kenya (Peprah, 2022) mentioned "The more frequent or higher the toxic parenting behavior, the lower the academic achievement of students. The lower the toxic behavior, the higher the achievement." If a child's academic performance is low, it is likely that the child will feel depressed or stressed so that they cannot concentrate on learning and hinder their psychological development.

Aprilia's research describes several impacts experienced by children who experience toxic parents, including: 1) Have a feeling of fear 2) Feeling lonely 3) Often behaving inconsistently. 4) defying social rules, fighting dominant figures, and aggressive urges come out. 5) Strong self-defense so that it closes itself. 6) Difficulty in expressing emotions. 7) Lack of clear personal goals. 8) Feeling unable to build closeness with others. 9) Difficulty adapting to the social environment. 10) Difficulty showing empathy

and compassion. 11) Being overly obedient or being very rebellious to others. 12) Being dependent on others. 13) Blames parents when problems occur in life. 14) Experiencing anxiety.(Aprilia et al., 2023)

For parents who do not realize that they have behaved inappropriately or poisoned their children's feelings, the harm that children feel can last for a long time. Children will experience poor growth and development, negative attitudes, conduct aggressive behavior low self-esteem, a tendency to isolate themselves, excessive guilt, and psychological disorders (Saskara, 2020 Erniwati & Fitriani, 2020). These negative impacts can affect a person's character and personality, leading to the possibility of toxic hammering for generations. If a child is raised by toxic parents without being aware of the toxicity, they may mimic the same behaviors they experienced. (Grekova, 2021)

Islam explains that every child is born pure and perfect. His parents will make him a Jew, Christian or Magian (kullu mauludin yuuladu 'alalfitrah faa Bawahu yuhawwidanihi aw yunassiranihi aw yumajjisanihi). In fact, it is known that the quality of social interaction between family members, especially fathers, mothers and children, will determine the success or failure of a family (Gustina, 2016).

The words issued by parents in interacting with their children at home will shape the child's personality. Parents should evaluate their words and be directed to improve the actions that parents take towards their children.(Gustina, 2016; Wahyuni & Fitriani, 2022)

This happens because children receive toxic behavior from their parents, so children prefer to withdraw from their social environment due to their parents' toxic behavior. Where children do not have freedom in socializing, such as children's permission to go to school or desire to play with their friends, but parents forbid children to go and even scold them to stay at home and not go anywhere, this

is what causes it. children become afraid to ask permission from their parents and choose to be silent if they have a desire.

Intelligent parenting is also understood as an educational strategy for children, where parents as madrasatul ula (first school) accompany and guide all stages of children's growth, who care for, protect, direct the new life of children at every stage. (Zamroni, 2020)

METHOD

This study uses a quantitative method, which aims: to determine the effect of toxic parents on students' social skills and social anxiety. According to Sugiyono, quantitative research methods are research methods used to examine certain populations or samples using quantitative / statistical instruments and data analysis to test hypotheses. (Syahroni, 2022)

The research was conducted at SMAN 1 and 2 Batusangkar. Sampling with Nonrandom sampling type Accidental sampling convenience. Data collection using a Likert scale. Population and samples as listed in table 1.

Table 1. Population and Research Sample

No.	Place of research	Population	Sample
1.	SMAN 1 Batusangkar	349	98
2.	SMAN 2 Batusangkar	221	81
	Total	570	179

.

RESULT AND DISCUSSION
1. Result
a). Toxic Prenting Phenomenon

Table 2: *Toxic Parenting* **Phenomenon at SMAN 1 Batusangkar**

No.	Interval Class	Toxic Parenting Criteria	f	%
1	84- 100	Always	-	-
2	68 - 83	Often	14	14,28

3	52 - 67	Rare	35	35,71
4	36 - 51	Sometimes	44	44,89
5	20 - 35	**Never**	5	5,10

Table 3: *Toxic Parenting* **Phenomenon at SMAN 2 Batusangkar**

No.	Interval Class	Toxic parenting criteria	f	%
1	84- 100	Always	-	-
2	68 - 83	Often	12	13,63
3	52 - 67	Rare	24	22,27
4	36 - 51	Sometimes	38	43,18
5	20 - 35	Never	14	15,90

The table above describes the toxic parenting phenomenon experienced by students at SMAN 1 Batusangkar at 44.89% in the sometimes category and at SMAN 2 Batusangkar at 43.18%. If we look at the toxic indicators that many parents do, "parents have high expectations for their children (experienced by 82 students at SMAN 1 Batusangkar and 78 students at SMAN 2 Batusangkar.

Furthermore, "parents who like to control their children's wishes" was experienced by 89 (90.81%) students at SMAN 1 Batusangkar and 67 (82.71%) students at SMAN 2 Batusangkar. For details, see the graph below:
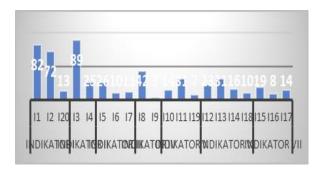

Figure 1. Graph of the toxic parenting phenomenon based on indicators at SMAN 1 Batusangkar
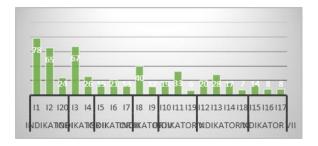

Figure 2. Graph of toxic parenting phenomenon based on indicators at SMAN 2 Batusangkar

Parenting includes various actions such as nurturing, teaching, educating, guiding, training, and applying discipline, providing examples, affection, punishment, appreciation, and leadership in the family through the words and behavior of parents towards children. The family as the first educational environment has a very large role in shaping the growth and development of children, and this parenting pattern is influenced by the surrounding culture and family involvement in the culture and environment (Sunarty, 2016).

According to (Indrawati et al., 2015) toxic families have a long-term impact on children, especially from a psychological perspective that can result in trauma. Moreover, this trauma has the potential to apply this toxic lifestyle to the family that this child will build in the future. According to Forward & Buck 2002 (Oktariani, 2021).

In toxic families there are unwritten beliefs and rules, almost all of which focus on the toxic parent's feelings, while the child's feelings and psychological development are ignored.

(Saskara & Ulio, 2020) explained that toxic parents are unwilling to compromise, take responsibility, or apologize to their children. This is done by parents who have mental disorders or addicts. This situation creates an unsafe environment for children, whether in the

form of emotional abuse, sexual abuse, physical abuse, or neglect.

Meanwhile, Lazarus (in Ghufron & Risnawita, 2012) distinguishes feelings of anxiety according to their causes into two: (1) Anxious state. State anxiety is a temporary emotional reaction that arises in certain situations that are considered threatening, for example taking a test, undergoing surgery, or others. This state is determined by a subjective feeling of tension, (2) The nature of anxiety. The nature of anxiety is the tendency to feel anxious in the face of various situations (personality description). It is a fairly stable trait or trait that directs a person or interprets a fixed state within the individual (inherited) and is related to personality. (de Almeida et al., 2015).

Deffenbacher and Hazaleus (in Ghufron, 2012) suggest that the sources of anxiety include the following.

1) Worry is negative thoughts about oneself, such as negative feelings that one is worse than one's friends.

2) Emotional as a self-reaction to autonomic nervous stimuli, such as heart palpitations, cold sweats, and tension.

3) Interference and obstacles in completing tasks (task generate interference) is a tendency experienced by someone who is always stressed because of rational thinking about tasks. (De Almeida et al., 2015; Saskara & Ulio, 2020)

b) Social Anxiety

Table 4: Social Anxiety Disorder at SMAN 1 Batusangkar

No.	Interval Class	f	%	Description
1	136 - 160	3	3,06	Very High
2	110 - 135	26	26,53	High
3	84 - 109	53	54,08	Medium
4	58 - 83	15	15,30	Low

5	32 - 57	1	1,02	Very Low

c). Social Skills

Table 5: (Social Skills) **at SMAN 2** Batusangkar

No.	Interval Class	f	%	Description
1	126 - 149	3	3,70	Very good
2	102 - 125	17	20,98	Good
3	78 - 101	38	46,91	Simply
4	54 - 77	23	28,39	Less
5	30 - 53	-	-	Very Less

c) The Effect of Toxic Parenting on Social Anxiety

Table 6. Percentage of the Influence of Toxic Parenting on Students' Social Anxiety

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,201[a]	,040	,030	17,509
a. Predictors: (Constant), Toxic Parenting				

The table above found a correlation value of 0.201. The coefficient of determination (*R square*) is 0.040. This value means that *toxic parenting* affects adolescent social anxiety by 4%.

Table 7. Coefficient Value of the Effect of Toxic Parenting on Students' Social Anxiety

ents[a]						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	84,091	8,254		10,188	,000
	Toxic Parenting	,301	,150	,201	2,010	,047
a. Dependent Variable: Social Anxiety						

The table above obtained a costanta value of 84.091 which means that the consistency value of the social anxiety variable is 84.091. Then it is known that the

regression value of the toxic parenting variable is 0.301. The regression value means that every 1% increase in the value of toxic parenting, the value of social anxiety increases by 0.301. The regression coefficient has a positive direction, meaning that if *toxic parenting* increases, social anxiety increases, otherwise if *toxic parenting* decreases, social anxiety decreases.

d) The Effect of *Toxic Parenting* on Students' Social Skills at SMAN 2 Batusangkar

Table 8. Percentage of the Effect of Toxic Parenting on Students' Social Skills

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,204ᵃ	,042	,029	12,506
a. Predictors: (Constant), Toxic Parenting				

The table above shows a correlation value of 0.204. The coefficient of determination (*R square*) is 0.042. This value means that *toxic parenting* affects adolescent *social skills* by 4.2%.

Table 9. Coefficient Value of the Effect of Toxic Parenting on Students' Social Skills

Coefficientsᵃ					
Model		Unstandardized Coefficients		Standardized Coefficients	t
		B	Std. Error	Beta	
1	(Constant)	121,848	6,171		19,747
	Toxic Parenting	-,208	,112	-,204	-1,852
a. Dependent Variable: Social Skill					

The table above obtained a costanta value of 121.848 which means that the consistency value of the *Social Skill* variable is 121.848. Then it is known that the regression value of the *toxic parenting* variable is -0.208. This regression value means that every 1% increase in the value of *toxic parenting*, the value of *social skills* decreases by 0.208. The regression coefficient has a negative direction, meaning that if *toxic parenting* increases, *social skills* decrease, otherwise if *toxic parenting* decreases, *social skills* increase.

From the results of the research above, it is clear that the consequences of Toxic Parenting experienced by students can affect their psychology both in terms of social anxiety and social skills. A child's declining social skills could be because the child no longer has self-confidence or damaged self-esteem. This is reinforced by the results of Alya's research on the impact of toxic parenting on children which causes a lack of self-confidence and damaged self-esteem. It can even push children towards self-destructive behavior. This happens because children are treated excessively, controlled, burdened with guilt, and overprotected (Alya, 2023).

CONCLUSION
From the results of the analysis and discussion above, there are two things that can be concluded from this research. Firstly, toxic parenting has a significant negative impact on students' psychology. Second, the higher the toxic parenting experienced by students, the higher the social anxiety and the lower the students' social skills. Based on this, it is strongly recommended that parents have a high level of awareness to be careful in educating their children, and immediately abandon all forms of behavior that can damage/poison their children's feelings. Let's adopt a parenting style that makes children feel comfortable, so that with that comfort children can grow and develop optimally

REFERENCES

Alya, M. S. (2023). Toxic Parent in A Thousand Perfect Notes by C.G. Drew. *Journal of Literature, Linguistics, & Cultural Studies*, *2*(1), 30–41. https://doi.org/10.18860/lilics.v2i1.2719

Andriyani, S., & Darmawan, D. (2018). Pengetahuan Ibu Tentang Sibling Rivalry pada Anak Usia 5-11 Tahun di Cisarua Kabupaten Bandung Barat. *Jurnal Pendidikan Keperawatan Indonesia*, *4*(2). https://doi.org/10.17509/jpki.v4i2.13708

Aprilia, E. S., Alfreda, A. Z., Jannah, A., Solikhah, M., & Pradana, H. H. (2023). Dampak Toxic Parents terhadap Kesehatan Mental Remaja Akhir. *Psycho Aksara : Jurnal Psikologi*. https://doi.org/10.28926/pyschoaksara.v1i2.1037

Azzahra, R., Fitriani, W., Desmita, D., & Warmansyah, J. (2021). Keterlibatan Orang Tua di Minangkabau dalam PAUD pada Masa Pandemi Covid-19. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, *6*(3), 1549–1561. https://doi.org/10.31004/obsesi.v6i3.1796

Dahlan, A. (2022). *Karakteristik Toxic Parenting Anak dalam Keluarga*. *1*(2), 190–196. https://doi.org/10.54259/diajar.v1i2.742

Erniwati, & Fitriani, W. (2020). Faktor-faktor penyebab orang tua melakukan kekerasan verbal pada anak usia dini. *Ya Bunayya: Jurnal Pendidikan Anak Usia Dini*, *4*(1), 1–8.

Fatmawati, R. F., Rahmadian, R., Lestari, S. A., & Hasanah, U. (2022b). Pendidikan Anak Dalam Keluarga. *Jurnal Bunga Rampai Usia Emas*. https://doi.org/10.24114/jbrue.v8i1.34959

Firdausi, R., & Ulfa, N. (2022). Pola Asuh Orang Tua terhadap Perkembangan Emosional Anak di Madrasah Ibtidaiyah Nahdlatul Ulama Bululawang. *MUBTADI: Jurnal Pendidikan Ibtidaiyah*. https://doi.org/10.19105/mubtadi.v3i2.51

Grekova, N. K. (2021). Impact of Toxic Parenting on A Child. *Наука XXI Века: Актуальные Направления Развития*. https://doi.org/10.46554/sciencexxi-2021.02-1.1-pp.162

Gustina, G. (2016). Lingkungan Keluarga Sebagai Wahana Sosialisasi Dan Interaksi Edukatif Bagi Anak (Suatu Tinjauan Sosio-Edukasi Religius Terhadap Pendidikan Dalam Keluarga). *Ta'dib*, *12*(2). https://doi.org/10.31958/jt.v12i2.162

Nasution, S. (2019). Pendidikan lingkungan keluarga. *Tazkiya*.

Nyoman, N., Indra, A., & Hugo, F. R. (2021). Gambaran Toxic Parents Yang Diterima Individu Dewasa Awal. *Prosiding SINTESA*.

Oktaviana, D., Syarifah, I., & Fitriani, W. (2021). *Perasaan Emosional Orang Tua dalam Mendampingi Anak pada Pembelajaran Daring (Studi Kasus Di MTSN 5 Kota Padang)*. *13*(2), 853–864. https://doi.org/10.37680/qalamuna.v13i2.1145

Peprah, E. O. (2022). The Parenting Style that Yields Better Academic Performance in Tertiary Students. *Canadian Journal of Educational and Social Studies*, *2*(1), 57–72. https://doi.org/10.53103/cjess.v2i1.21

Safardi Bugi, M., Gaite, T., Tuharea, J., Studi, P., Pancasila, P., & Kewarganegaraan, D. (2023). Dampak Toxic Parents Terhadap Karakter dan Moral Anak. *Jurnal Ilmiah Wahana Pendidikan, Mei*.

Saputra, W. (2021). Pendidikan Anak dalam Keluarga. *Tarbawy : Jurnal Pendidikan Islam*. https://doi.org/10.32923/tarbawy.v8i1.1609

Sari, P. P., Sumardi, S., & Mulyadi, S. (2020). Pola Asuh Orang Tua terhadap Perkembangan Emosional Anak Usia Dini. *JURNAL PAUD AGAPEDIA*. https://doi.org/10.17509/jpa.v4i1.27206

55

Saskara, I. P. A., & Ulio. (2020). Peran Komunikasi Keluarga dalam Mengatasi Toxic Parents bagi Kesehatan Mental Anak. *Pratama Widya: Jurnal Pendidikan Usia Dini*, *5*(2), 125–134.

Syahroni, M. I. (2022). Prosedur Penelitian Kuantitatif. *EJurnal Al Musthafa*. https://doi.org/10.62552/ejam.v2i3.50

Wahyuni, N., & Fitriani, W. (2022). Relevansi Teori Belajar Sosial Albert Bandura dan Metode Pendidikan Keluarga dalam Islam. *Qalam: Jurnal Ilmu Kependidikan*, *11*(2), 60–66. https://doi.org/10.33506/jq.v11i2.2060

Zamroni, Z. (2020). Smart Parenting in Improving Students' Spiritual Intelligence in Pesantren-Based Madrasahs. *Ta'dib*. https://doi.org/10.31958/jt.v23i1.1947