



The Influence of Parenting Styles on the Creativity of Middle School Students

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Received	Revised	Accepted	Published
[10-07-2026]	[02-08-2026]	[19-08-2026]	[05-09-2026]

Template guidance: delete all bracketed instructions before final submission.

Abstract: This study aims to determine the effect of parenting styles on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. Specifically, this study examines the effects of authoritarian, permissive, and democratic parenting styles on students' creativity. This study employed a quantitative approach with a descriptive research design. The population consisted of 352 eighth-grade students, with a sample of 88 students selected using simple random sampling. Data were collected using a questionnaire and analyzed using multiple linear regression. The results showed that parenting styles simultaneously had an effect on students' creativity, with an F-calculated value of 13.217, which was greater than the F-table value of 3.949. Partially, authoritarian parenting had no significant effect on students' creativity, with a t-calculated value of -1.688, whereas permissive and democratic parenting styles had an effect on students' creativity, with t-calculated values of -4.325 and -2.494, respectively. The R-squared value of 0.321 indicates that parenting styles collectively contributed 32.1% to students' creativity, while the remaining 67.9% was influenced by other factors not examined in this study. Thus, parenting styles simultaneously affect students' creativity, while partially, only permissive and democratic parenting styles demonstrated an effect on students' creativity.

Keywords: parenting styles; creativity; junior high school students

Abstrak: Penelitian ini bertujuan untuk mengetahui pengaruh pola asuh orang tua terhadap kreativitas siswa kelas VIII UPTD SMPN 5 Kupang tahun pelajaran 2025/2026. Secara khusus, penelitian ini bertujuan untuk mengetahui pengaruh pola asuh otoriter, permisif, dan demokratis terhadap kreativitas siswa. Penelitian ini menggunakan pendekatan kuantitatif dengan desain deskriptif. Populasi penelitian berjumlah 352 siswa kelas VIII, dengan sampel sebanyak 88 siswa yang ditentukan menggunakan teknik simple random sampling. Pengumpulan data dilakukan menggunakan kuesioner, sedangkan analisis data menggunakan regresi linear berganda. Hasil analisis menunjukkan bahwa secara simultan terdapat pengaruh pola asuh orang tua terhadap kreativitas siswa, dengan nilai F hitung sebesar 13,217 lebih besar dari F tabel sebesar 3,949. Secara parsial, pola asuh otoriter tidak berpengaruh terhadap kreativitas siswa dengan nilai t hitung sebesar -1,688, sedangkan pola asuh permisif dan demokratis berpengaruh terhadap kreativitas siswa dengan masing-masing nilai t hitung sebesar -4,325 dan -2,494. Nilai R-squared sebesar 0,321 menunjukkan bahwa pola asuh orang tua secara bersama-sama memberikan kontribusi sebesar 32,1% terhadap kreativitas siswa, sedangkan 67,9% dipengaruhi oleh faktor lain yang tidak diteliti dalam penelitian ini. Dengan demikian, pola asuh orang tua secara simultan berpengaruh terhadap kreativitas siswa, sedangkan secara parsial hanya pola asuh permisif dan demokratis yang menunjukkan pengaruh terhadap kreativitas siswa.

Kata kunci: pola asuh orang tua; kreativitas; siswa sekolah menengah pertama

CITATION:	Sofia, M. L., Bone, M. P., & Nagul, W. (2026). The Influence of Parenting Styles on the Creativity of Middle School Students. <i>Edumaspul: Jurnal Pendidikan</i> , 10(2). https://doi.org/10.33487/edumaspul.v10i2.469
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Introduction

Humans are living beings who possess potential within themselves that can be developed through the educational process. One of the important potentials that needs to be developed in education is creativity. Creativity is the ability of students to think creatively, generate new ideas, and find solutions to various problems they encounter. According to Munandar (2012), "creativity is the ability to create something new, the ability to provide new ideas that can be applied in problem-solving, and the ability to identify new relationships among previously existing elements."

Creative individuals possess certain characteristics that support their ability to generate new ideas. Munandar (2012) explains that creative individuals have a high level of curiosity, are imaginative, confident, independent, willing to take risks, and open to new experiences. In addition, creative individuals have strong enthusiasm for creating, are able to think creatively, and are not easily influenced by the opinions of others. Such openness and independence enable individuals to develop new ideas and produce creative works.

Based on observations conducted by the researcher among eighth-grade students at UPTD SMPN 5 Kupang on September 10, 2025, it was found that most students demonstrated signs of low creativity, such as being passive during group discussions, showing hesitation, being reluctant to express their opinions, frequently disagreeing with their peers' opinions, and rarely visiting the library.

Based on an interview with one eighth-grade student at UPTD SMPN 5 Kupang on September 10, 2025, regarding parenting styles, information was obtained indicating that the parents of eighth-grade students at UPTD SMPN 5 Kupang had limited time to spend with their children at home because they were more occupied with work. Parents also gave their children freedom to engage in activities both at school and outside the school environment without adequate parental supervision and guidance. An interview with one guidance and counseling teacher revealed that one of the parents of an eighth-grade student showed little interest in the child's affairs, paid insufficient attention to the child's development at school, and demonstrated limited concern and provided little input when the child participated in school activities. An interview with one of the students' parents at the school on September 10, 2025, revealed that the parent acknowledged rarely being at home with the child due to work commitments. The parent also acknowledged that, at times, they restricted the child's activities out of concern that these activities might interfere with study time. Furthermore, parents tended to place greater emphasis on academic activities than on

providing opportunities for their children to develop their creativity.

Student creativity cannot be separated from the influence of the family environment. As the first and primary environment for children, the family plays an important role in shaping their ways of thinking, attitudes, and behavior, including the development of creativity.

A parenting style that allows children to express their opinions and try new things can encourage creativity. In addition, a harmonious family atmosphere, attention to children's interests and talents, and the availability of learning facilities also play important roles in developing students' creativity. Thus, the family has a significant influence on children's creative development, particularly through the parenting styles applied by parents. Haloho et al., (2022) state that parenting is an interaction between children and parents that involves educational processes through the provision of rules and boundaries, the development of trust, social interaction, protection, and the teaching of behaviors that are generally accepted by society. Broadly speaking, there are three types of parenting styles: authoritarian, democratic, and permissive parenting.

Each parenting style has a different influence on children's creativity because each style applies different approaches in providing rules, support, and affection. Authoritarian parenting is characterized by parents who are restrictive, firm, and strict toward their children. Democratic parenting involves parents who do not excessively restrict their children and consistently involve them in various matters. Meanwhile, permissive parenting is characterized by parents who provide children with considerable freedom without adequate control, which may result in children becoming less disciplined.

Parents play an important role in creating an environment that supports children's creative development. Parents who provide support, attention, and opportunities for children to express themselves can help enhance their creativity. Conversely, lack of attention, excessive control, or limited opportunities for self-expression may hinder the development of students' creativity.

A study conducted by Pratiwi (2017) at SMP Negeri 2 Yogyakarta involving eighth-grade students found a significant effect of parenting styles on students' creativity. Students raised using democratic parenting styles demonstrated higher levels of creativity compared with students who experienced authoritarian and permissive parenting styles. This indicates that parenting styles that provide support, attention, and opportunities for children to explore can enhance students' creativity.

A study conducted by Rahman (2018) at SMP Negeri 1 Bandung involving seventh-grade students also found a significant effect of parenting styles on students' creativity. The study explained that students who received attention, support, and guidance from their parents demonstrated more creative thinking abilities than students who received less attention from their parents. This indicates that the family environment, particularly parenting styles, plays an important role in developing students' creativity.

Based on the foregoing discussion, the research questions in this study are formulated as follows: General Research Question: Is there an effect of parenting styles on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year? Specific Research Questions: a. Is there an effect of authoritarian parenting on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year? b. Is there an effect of permissive parenting on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year? c. Is there an effect of democratic parenting on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year?

Based on the research questions above, the objectives of this study are as follows: General Objective: To determine the effect of parenting styles on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. Specific Objectives: Based on the research questions above, the specific objectives of this study are to determine: a. The effect of authoritarian parenting on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. b. The effect of permissive parenting on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. c. The effect of democratic parenting on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.

Method

Research Design and Setting

This study employed a quantitative descriptive research design. The research was conducted at UPTD SMPN 5 Kupang, East Nusa Tenggara, from January to June 2026. The study aimed to examine the effect of parenting styles on the creativity of eighth-grade students during the 2025/2026 academic year.

Participants, Sample, or Data Sources

The population consisted of 352 eighth-grade students at UPTD SMPN 5 Kupang. A sample of

88 students was selected using simple random sampling, representing 25% of the total population.

Instruments and Measures

Data were collected using structured questionnaires measuring parenting styles and student creativity. The parenting-style questionnaire consisted of 40 valid and reliable items covering authoritarian, permissive, and democratic parenting styles. The student creativity questionnaire consisted of 30 valid and reliable items. Both instruments used a Likert scale. Reliability testing showed Cronbach's Alpha values of 0.870 for the parenting-style questionnaire and 0.738 for the student creativity questionnaire.

Procedure and Research Ethics

Data were collected by distributing questionnaires to the selected students. The collected data were kept confidential and used solely for research purposes.

Data Analysis

The data were analyzed using multiple linear regression with SPSS version 26 for Windows. The analysis examined the simultaneous and partial effects of authoritarian (X1), permissive (X2), and democratic (X3) parenting styles on student creativity (Y).

Results and Discussion

Results

Multiple Linear Regression Analysis

The results of the multiple linear regression analysis were used to examine the effects of authoritarian parenting (X1), permissive parenting (X2), and democratic parenting (X3) on student creativity (Y), as presented in Table 1.

Table 1. Results of the Multiple Linear Regression Analysis

Model	B	Std. Error	Beta	t	Sig.
Constant	116.943	4.646	—	25.171	.000
Authoritarian Parenting Style	-.0126	.075	-.155	-1.688	.095
Permissive Parenting Style	-.0379	.088	-.406	-4.325	.000
Democratic Parenting Style	-.0213	.085	-.232	-2.494	.015

- 1) The value of α represents the constant of student creativity (Y), which is 116.943. This means that if variables X1 (authoritarian parenting), X2 (permissive parenting), and X3 (democratic parenting) remain unchanged or have a value of

zero, the creativity score of eighth-grade students is 116.943.

- 2) The value of bx_1 represents the regression coefficient of authoritarian parenting (X_1), which is -0.126 . This means that if variable X_1 increases, the creativity score of eighth-grade students will decrease by 0.126 .
- 3) The value of bx_2 represents the regression coefficient of permissive parenting (X_2), which is -0.379 . This means that if variable X_2 increases, the creativity score of eighth-grade students will decrease by 0.379 .
- 4) The value of bx_3 represents the regression coefficient of democratic parenting (X_3), which is -0.213 . This means that if variable X_3 increases, the creativity score of eighth-grade students will decrease by 0.213 .

Hypothesis Testing

Simultaneous Test (F-Test)

Table 2. Results of the Simultaneous Test (F-Test)

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	456.738	3	152.246	13.217	.000
Residual	967.626	84	11.519	—	—
Total	1424.364	87	—	—	—

Based on the data presented in Table 2, the calculated F-value was 13.217 with a significance value of 0.000. When compared with the F-table value, the calculated F-value was greater than the F-table value ($13.217 > 3.955$) (the distribution of F-table values can be found in Appendix 15). Furthermore, when the significance value was compared with (α) = 0.05, the significance value was less than α ($\text{sig.} \leq \alpha$), namely $0.000 \leq 0.05$. Therefore, the major null hypothesis (H_0) was rejected and the major alternative hypothesis (H_a) was accepted. Thus, it can be concluded that parenting styles have an effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.

Partial Test (t-Test)

Table 3. Results of the Partial Test (t-Test)

Variable	B	Std. Error	Beta	t	Sig.
Authoritarian Parenting Style	-.126	.075	-.155	-1.688	.095
Permissive Parenting Style	-.379	.088	-.406	-4.325	.000
Democratic Parenting Style	-.213	.085	-.232	-2.494	.015

Based on Table 3, the calculated t-values for each variable were obtained, with the following decision-making results:

- 1) The partial t-test for authoritarian parenting style obtained a calculated t-value lower than the t-table value ($-1.688 < 1.667$) at a 5% significance level with $N = 88$ (the distribution of t-table values can be found in Appendix 16). In addition, the significance value was $0.095 > 0.05$. Therefore, the minor null hypothesis (H_{01}) was accepted and the minor alternative hypothesis (H_{a1}) was rejected, indicating that authoritarian parenting style had no effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.
- 2) The partial t-test for permissive parenting style obtained a calculated t-value of -4.325 . The reported comparison was $-4.325 > 1.667$ at a 5% significance level with $N = 88$. In addition, the significance value was $0.000 < 0.05$. Therefore, the minor null hypothesis (H_{02}) was rejected and the minor alternative hypothesis (H_{a2}) was accepted, indicating that permissive parenting style had an effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.
- 3) The partial t-test for democratic parenting style obtained a calculated t-value of -2.494 . The reported comparison was $-2.494 > 1.667$ at a 5% significance level with $N = 88$. In addition, the significance value was $0.015 < 0.05$. Therefore, the minor null hypothesis (H_{03}) was rejected and the minor alternative hypothesis (H_{a3}) was accepted, indicating that democratic parenting style had an effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.

Coefficient of Determination Analysis

Table 4. Results of the Coefficient of Determination Test

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566	.321	.296	3.394

Based on the table above, the R-squared value was 0.321, indicating that parenting styles contributed 32.1% to the variance in students' creativity, while the remaining 67.9% was contributed by other variables not examined in this study.

Discussion

Based on the results of the data analysis, the calculated F-value was 13.217 and the F-table value was 3.955. Thus, $F_{\text{calculated}} > F_{\text{table}}$ ($13.217 > 3.955$), with a significance value of 0.000. When compared with $\alpha = 0.05$, the significance value was

lower than α (sig. $\leq \alpha$), namely $0.000 \leq 0.05$. Therefore, the major null hypothesis (H_0) was rejected and the major alternative hypothesis (H_a) was accepted, indicating that parenting styles simultaneously had an effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.

These findings are also supported by a study conducted by Hutabarat (2013), which showed that parenting styles had a significant effect on students' creativity, with a calculated F-value of 19.050, which was greater than the F-table value of 4.08. These findings are consistent with the theory proposed by Munandar (2012), which states that creativity develops through the interaction between individuals and their family environment. A family environment that provides a sense of security, appreciation for children's ideas, and opportunities to try new things can encourage the optimal development of creativity.

The analysis showed a calculated t-value lower than the t-table value ($-1.688 < 1.667$), with a significance value of $0.095 > 0.05$. Therefore, the minor null hypothesis (H_{01}) was accepted and the minor alternative hypothesis (H_{a1}) was rejected. This indicates that authoritarian parenting style did not have a significant partial effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year.

These findings are also supported by Ranggawuni et al. (2007), who found no significant effect of students' creative thinking abilities based on authoritarian parenting. The hypothesis test showed an Asymp. Sig. value of 0.844 (> 0.05), indicating that parenting styles did not have a significant effect on students' creative thinking abilities. These findings are further supported by Munandar (2012), who stated that creativity is influenced not only by parenting styles but also by the school environment, learning experiences, opportunities for exploration, and encouragement to develop new ideas. Therefore, even when parents apply an authoritarian parenting style, students' creativity may still develop when supported by conducive environmental factors.

The data analysis showed a calculated t-value of -4.325. In addition, the significance value was $0.000 < 0.05$. Therefore, the minor null hypothesis (H_{02}) was rejected and the minor alternative hypothesis (H_{a2}) was accepted, indicating that permissive parenting style had a significant partial effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. These findings are consistent with a study conducted by Saroinsong (2023), which showed that permissive parenting style affected children's creativity development. The study found that the lack of strict parental control provided children with greater opportunities to

make independent decisions and explore their environment, allowing creativity to develop through direct experiences. These findings are further supported by Baumrind (1991), who explained that permissive parenting is characterized by low parental control and a high degree of freedom given to children. Such freedom can encourage children to become more expressive, independent, and creative because they have greater opportunities to explore their environment and new experiences.

The data analysis showed a calculated t-value of -2.494. In addition, the significance value was $0.002 < 0.05$. Therefore, the minor null hypothesis (H_{03}) was rejected and the minor alternative hypothesis (H_{a3}) was accepted, indicating that democratic parenting style had a significant partial effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. These findings are consistent with a study conducted by Pratiwi (2017), which showed that democratic parenting style had a significant effect on children's creativity. Parents who apply a democratic parenting style provide children with opportunities to express their opinions, make decisions, and explore new ideas, thereby supporting the optimal development of creativity. These findings are supported by Baumrind (1991), who stated that democratic parenting (authoritative parenting) is characterized by providing children with freedom to express their opinions and make decisions while still receiving guidance and being encouraged to take responsibility. This parenting style promotes independence, self-confidence, problem-solving abilities, and creativity in children.

The parenting style applied by parents is one of the important factors influencing the development of students' creativity. Parents who provide attention, support, guidance, and opportunities for children to express their opinions and develop their potential can help enhance children's creativity.

Yusuf (2007) stated that children's creativity develops optimally when parents provide responsible freedom, emotional support, appreciation of children's ideas, and opportunities to explore their abilities and potential. Therefore, parents are expected to apply parenting styles that support the development of creativity so that students can develop their ideas to the fullest. The more supportive the parenting style applied by parents, the higher the level of creativity demonstrated by students.

Conclusion

This study shows that parenting styles simultaneously had an effect on the creativity of eighth-grade students at UPTD SMPN 5 Kupang during the 2025/2026 academic year. Partially,

authoritarian parenting style had no effect on students' creativity, whereas permissive and democratic parenting styles had an effect on students' creativity. The R-squared value of 0.321 indicates that parenting styles *collectively contributed 32.1% to students' creativity*.

Acknowledgment (Optional)

The authors would like to express their gratitude to all individuals and institutions who supported and contributed to the completion of this research.

Funding (Optional)

This research received no external funding.

Conflict of Interest

The authors declare no conflict of interest.

Author Contributions (Optional)

The authors contributed to the conceptualization, methodology, data collection, data analysis, and preparation, review, and finalization of the manuscript.

Generative AI Disclosure

The authors used generative AI tools to assist with language translation and manuscript preparation. The authors remain fully responsible for the accuracy, originality, integrity, and final content of the article.

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