

Parenting Patterns in the Formation of Children's Behavior (Case Study in Children with ADHD)

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Keywords:	Abstract
<p>parenting patterns; child behavior; hyperactive; case study</p>	<p><i>Parents play a crucial role as the primary caregivers and educators of children, each employing their unique parenting style. This research aimed to elucidate the parenting patterns employed by parents in influencing the behavior of children with Attention Deficit Hyperactivity Disorder (ADHD). The study utilized a qualitative research method with a case study approach, focusing on children diagnosed with ADHD. The data collection process incorporated interviews, observations, and documentary studies. Rigorous data validation is achieved through source triangulation and technique triangulation. The interactive analysis model involves data reduction, presentation, and subsequent conclusion drawing. The research findings reveal that parents of children with ADHD adopt both permissive and authoritarian parenting patterns. Observable parenting behaviors include allowing excessive freedom, maintaining a constant belief in being right, and consistently acquiescing to the desires of the ADHD child. These parenting patterns contribute to the development of dependent behaviors in children, manifesting as an unwillingness to compromise, emotional instability, and involvement in actions detrimental to others.</i></p>

INTRODUCTION

Background of the Study

Children are entrusted with the responsibility of nurturing, educating, and guiding them. The family serves as the initial environment where a child's life unfolds, and parents play a critical role as the architects of their personal development (Anisah, 2011). As the primary source of early socialization and learning experiences, families exert a profound influence on a child's growth and well-

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being (Taib et al., 2020). Among the factors shaping a child's trajectory, parenting styles occupy a central position, directly impacting their ability to navigate life and cultivate independence.

Problem of the Study

Modern parenting approaches, characterized by indulgence and overindulgence, contribute significantly to a lack of independence in adulthood. Salim's study in the Baduih community supports this notion, indicating that children accustomed to having their every desire fulfilled tend to become less independent in the future (Salim, 2021). The parenting style observed in MDz parents aligns with permissive parenting, marked by a liberal approach treating children as adults or young individuals. Consequently, parents grant excessive freedom, allowing their children to pursue their desires without constraints (Nuryatmawati and Fauziah, 2020). The laissez-faire parenting style is evident in actions that provide unrestricted space to children, allowing them to explore their desires without boundaries. Parents who exhibit indifference or fail to provide proper guidance and restrictions may inadvertently contribute to undesirable behaviors that, at times, violate social norms (Ayun, 2017). This discussion also delves into the intricate relationship between stress, anxiety, and immune dysregulation in ADHD. It explores the potential implications of a disrupted neuroendocrine stress response in individuals with ADHD, shedding light on the complexities of this interplay (Saccaro et al., 2021).

Research's State of the Art

Parenting style encompasses the multifaceted actions and behaviors parents employ in caring for, educating, guiding, and training their children. These actions include setting positive examples, expressing affection, implementing discipline, and instilling leadership skills within the family through both verbal and behavioral means (Sunarty, 2016). Activities such as education, guidance, protection, and supervision of children are integral components of the broader spectrum of parenting practices within the family (Pramawaty et al., 2012). According to prominent scholars like Baumrid, Hurlock, and Hardy & Heyes, parenting styles can be categorized into three primary types: permissive, authoritarian, and democratic. These styles are tailored to the age and developmental stage of the child, reflecting a nuanced approach to parenting (Ayun, 2017). Wong emphasizes that cognitive, moral, biological, and social development are distinctive features characterizing a child's growth between the ages of six and twelve years (Pramawaty et al., 2012). Consequently, the behavioral development of a child is profoundly influenced by the parenting style adopted by parents. This resonates with research findings indicating that environmental factors indirectly impact ADHD through their influence on school engagement. Effective interventions aimed at reducing ADHD should therefore consider not only individual factors but also broader family and community contexts (Nguyen et al., 2019).

Behavior can be defined as the response that emerges from stimuli an individual receives from their surrounding environment (Utami, 2018). The behavior of children is significantly shaped by various environmental factors, encompassing parents, family, older individuals, and the local community, all of whom play pivotal roles as significant role models in behavioral development. Adverse environmental influences can contribute to specific behaviors in children, as illustrated by research conducted by Mikawati, which posits that hyperactive behavior in children is influenced by a combination of environmental factors and family history (Mikawati et al., 2022; Lestari & Kamala, 2020). As highlighted by Rozie, factors contributing to hyperactive behavior in children may manifest in the development of traits such as arrogance and a proclivity for violence as a means of expressing their desires (Rozie et al., 2019).

Gap Study & Objective

Children diagnosed with Attention Deficit Hyperactivity Disorder (ADHD) often manifest behaviors characterized by an inability to concentrate on multiple tasks, rebellious tendencies, destructiveness, incessant and tireless movement, impatience, and teasing others. These behavioral patterns may persist into adulthood (Rozie et al., 2019). Consequently, hyperactive behavior in children is associated with the development of traits such as aggression, restlessness, impulsivity, difficulties in temperamental control, and challenges in focusing or seeking attention (Lestari & Kamala, 2020). Preliminary studies consistently reveal that ADHD behavior involves an incapacity to remain still for prolonged periods, a proclivity for rule-defying or disruptive conduct, and causing harm to others (e.g., hitting) without apparent reason or reflex. Such behavior contradicts the norms and values upheld in educational institutions. The question arises whether ADHD behavior is exclusively attributed to parenting patterns or influenced by other factors. Nevertheless, the parental approach to parenting plays a pivotal role in shaping a child's behavior. Therefore, this study aims to elucidate parental parenting patterns in the context of behavior formation in children, specifically through a case study involving children diagnosed with ADHD.

METHOD

Type and Design

This study utilized a qualitative methodology with a case study design, employing data collection techniques such as interviews, observations, and document analysis. A case study is conducted to acquire comprehensive understanding of a particular case, activity, or event involving individuals, a group of people, institutions, or organizations in a thorough, concentrated, and profound manner (Raharjo, 2017).

Data and Data Sources

The data sources include the behaviors of children diagnosed with ADHD and the actions of their parents. The research data primarily examines various aspects pertaining to children diagnosed with ADHD, such as the influence of their parents, parenting styles, and factors associated with the personality traits of children with ADHD. In order to acquire thorough and extensive information, the researcher not only collects data from participants through interviews but also carries out observations on individuals who are in close proximity to the subjects as research subjects. Diary activities involve the natural, holistic, and profound documentation of the subject's environmental activities or traces through documentary studies.

Data Collection Technique

Individual interviews are conducted with the parents of the child with ADHD, identified as HDz, the grandmother, school friends, and the parents of children impacted by HDz's behavior. Interviews are conducted multiple times to obtain comprehensive information from March to May 2022. Data collection also involves interviews and observations summarized in a diary table of hyperactive child activities. Documentary studies are conducted by observing and analyzing ADHD children's documentation at home and school, including reports, school journals, school notes, and relevant drawings.

Data Analysis

Data validity is ensured through source and technique triangulation. Source triangulation is a technique to test data credibility obtained from multiple sources, such as the mother, grandmother, and secondary data in the form of relevant articles. This data is then described, grouped, and analyzed to draw conclusions from the research (Permatasari et al., 2021). Technique triangulation, in this study, is used to check the credibility of data by cross-verifying data from the same source but with different data collection techniques, namely through interviews and observations. The qualitative data analysis model employed is Miles and Huberman's (Permatasari et al., 2021), involving data reduction, data presentation, and concluding with responses to the formulated research questions established from the outset.

RESULTS

The subject of this case is a family consisting of a married couple, grandparents, and a male child aged 6-9 years, referred to as MDz. The observation and interview results formulate parenting patterns in the case of ADHD children within various parenting styles employed by the parents. Interviews with the sources and observations focused on the child in March to May 2022 indicate that the father does not participate in parenting the child due to work commitments in another city. Below is an excerpt from the interview with the mother in Table 1 below.

Table 1. Interview Result

Parenting Patterns Aspects	Initials of Informants	Interview Results
Excessive Freedom	N. SWd (Grandmother)	<i>"MDz's mother spoils him too much, so the child is too free, not recognizing any boundaries. I often reprimand, but it's no longer heeded"</i>
	TS (Mother)	<i>"I don't want to restrain the child, so he feels oppressed. I always allow MDz to do what he wants."</i>
	RK (Parent of a Regular Student)	<i>"Sometimes I feel annoyed with MDz's mother. I mean, if the child misbehaves, at least scold or reprimand, not just let it be, until it disturbs others."</i>
Perpetual Belief in the Child's Rightness	N. SWd	<i>"Yes, my grandchild is quite mischievous. His playmates frequently end up in tears after playing with him. He exhibits unruly behavior, and despite my frequent scolding, it seems to have little effect. There is little regard for my warnings. I find myself at a loss. His mother consistently comes to his defense, rendering him impervious to scolding or admonishment".</i>
	TS	<i>"Yes, MDz can be quite mischievous; I'm aware of that. Many mothers of his friends have reported instances</i>

Parenting Patterns Aspects	Initials of Informants	Interview Results
<p>Always Accommodating the Child's Desire</p>	RK	<p><i>where their children were upset because of him. But as his mother, I don't want my child to be constantly blamed or labeled as naughty by others. So, it's not unusual for me to come to MDz's defense when he gets scolded by others".</i></p> <p><i>"My child has been subjected to mistreatment by MDz, to the extent of tears, not only once but on multiple occasions. Despite my attempts to address this issue with MDz, the inappropriate behavior persisted even after the initial intervention when my child was not misbehaving. I reported the matter to MDz's mother, notifying her of her child's recurrent disruptive behavior, yet she chose to defend her child. This situation has caused considerable frustration. Consequently, I have decided to avoid further interaction to mitigate any potential harm."</i></p>
	N. SWd	<p><i>"MDz's mother is indeed very affectionate toward her child. Consequently, every request MDz makes is promptly fulfilled, sometimes to the extent of forgetting that there are limits. Eventually, MDz becomes a challenging child to manage, requiring immediate fulfillment of desires."</i></p>
	TS	<p><i>"Yes, as much as possible, I try to provide whatever MDz desires. As a mother, I never want my child to feel lacking, so I make every effort to fulfill MDz's wishes. It's not uncommon for MDz to get upset if his desires are not promptly met."</i></p>
	RK	<p><i>"I observe that MDz's mother tends to spoil him; every wish is catered to. I once witnessed MDz getting upset because his desires were not immediately fulfilled, but his mother did her best to accommodate him. As a result, MDz has become a dependent child, lacking independence and relying on his mother for everything."</i></p>

Based on Table 1, which delineates permissive parenting characterized by excessive freedom, children tend to consistently appear faultless in the eyes of their parents, who, in turn, habitually accede to their children's desires. The rationale behind parents adopting an excessively permissive stance is elucidated by the mother of MDz, who states, "I feel guilty towards MDz because since

childhood, he has often been left alone as his father works outside the city. Consequently, I frequently yield to his wishes." This perspective is corroborated by MDz's grandmother, who acknowledges that since MDz's father began working outside the city, the mother's behavior towards MDz has been excessive. Despite warnings, the mother persists, as she believes this approach indirectly shapes the child's character. (Informan-TS & N.SWd, Maret 2022).

Parents always want the best for their children, where they consistently liberate their children in all aspects to prevent them from feeling pressured. This parenting style is supported by several daily notes on the child, which can be described in the presented table of diary activities in Table 2 below.

Table 2. Diary Activity of a Child with ADHD - MDz

Date	Activities
Wednesday, March 9, 2022	<ul style="list-style-type: none"> a. Attended school until 10:00 AM b. Rode a bike after school c. Requested pocket money d. Appropriated sister's lunch entitlement, accompanied by physical aggression e. Pinched sister without apparent provocation f.
Thursday, March 10, 2022	<ul style="list-style-type: none"> a. Attended school until 10:00 AM b. Rode a bike after school c. Refused to comply with the directive to take an afternoon nap d. Purchased snacks e. Kicked a ball toward another individual (facial area)
Friday, March 11, 2022	<ul style="list-style-type: none"> a. Dropped off at school, exhibited distress, and requested to return home b. Threw a stone at his grandmother c. Physically pushed his sister d. Purchased snacks e. Engaged in bike riding f. Encouraged inappropriate behavior, employing vulgar language, with a friend
Saturday, March 12, 2022	<ul style="list-style-type: none"> a. Solicited pocket money from his mother during a tantrum b. Played with a water hose aimed at passing neighbors (mothers) c. Rebuked by his mother but responded with anger and a tantrum d. Relatives visited, engaging in bike riding e. Rode a bike, posing a danger to other children
Minggu/ 12 Maret 2022	<ul style="list-style-type: none"> a. Played with a ball, endangering other children b. Reprimanded by an uncle or aunt, venting anger towards his mother c. Cried incessantly

Date	Activities
	d. Played with relatives, inadvertently injuring someone's stomach (elbowing)

The activities exhibited by the research subject, necessitate concerted efforts from the school stakeholders, including the school principal, teachers, parents, and MDZ's peers. The school serves as a microsystem significantly implicated in the formation of a child's personality, as discussed in a parent-teacher coordination meeting within the parent learning community. The following excerpt from an interview articulates the challenges faced:

“Poor our children, they frequently endure physical harm and injuries inflicted by MDZ, who often disrupts the environment with loud outbursts, tantrums, and prolonged crying,” expressed an informant during a coordination meeting of parents (Informant RK, April 2022). Our observation as parents is that MDZ's mother appears to excessively pamper and shield her child, leading to the manifestation of erratic behavior. Unfortunately, as we do not reside together, we are not privy to the details of the issue (Informant RK, April 2022).

An interview was also conducted with RK, an individual impacted by MDZ's hyperactive behavior. RK asserted that MDZ exhibits disruptive behavior, is difficult to control, engages in mischievous activities, disrupts others, and imparts negative influences to peers. RK perceives adverse effects from MDZ's behavior and attributes MDZ's troublesome conduct to improper parenting and the family history wherein MDZ resides solely with his mother and grandmother, while his father works in Surabaya. The interview was not limited to MDZ's mother but also extended to MDZ's grandmother. The interview with MDZ's grandmother revealed that:

“MDZ exhibits somewhat problematic behavior, in my opinion, stemming from the special treatment given by his mother. Several instances of mischief towards friends and even relatives have occurred. I, as MDZ's grandmother, will not allow my grandchild to become a misbehaving child. Consequently, I often reprimand MDZ and do not condone or defend any of his actions, especially when his mother provides such special treatment”.

The parenting style employed by MDZ's grandmother aligns with a democratic approach. Table 2 illustrates that parental upbringing has a significant impact on a child's behavioral growth and development. Parenting styles can shape unfavorable traits in children, leading them to become disruptive individuals with negative influences on peers. Children may struggle to control their emotions, posing risks to their immediate environment and displaying impulsive behavior without contemplating the consequences of their actions. Examining Table 2, the behavior "Kicking a ball toward someone else's face" is indicative of the lack of character education. Therefore, in addition to moral education, character education is essential from an early age. Early childhood character education is defined as the process of instilling and developing character values in children, ensuring they possess noble character traits in the future.

DISCUSSIONS

The behavior of parents towards their children serves as a reflection of the child's behavior and indirectly shapes the child's character. Parents consistently aspire to provide the best for their children, wherein they liberate their children without boundaries. This is in line with the assertion that unrestricted freedom for children can lead to numerous negative consequences, resulting in children becoming self-centered, inflexible, and difficult to manage (Purwaningrum et al., 2016). Senada

dengan pendapat yang menyatakan bahwa pola asuh yang selalu membenarkan perilaku anak cenderung tidak menegur bahkan memperingati anaknya termasuk dalam pola asuh permisif (Ahmad et al., 2020). Pola asuh permisif dengan selalu membenarkan perilaku anak, akan menyebabkan pengaruh negatif pada perilaku anak (Purwaningrum et al., 2016).

The behavioral aspects that harm others are a concern for parents because if left unchecked, they violate norms and are inconsistent with moral education, character development, and values. Moral education needs to be instilled from an early age by parents, as it cannot be taught instantly but must be consistently reinforced from a young age (Khaironi, 2017). Having a moral compass enables children to distinguish between what is morally acceptable and what is not. As illustrated in Table 2, the behavior of "pinching a sibling without reason" is an example of immoral behavior. Therefore, parents must impart moral education to their children to foster good behavior towards relatives and others. Immoral behavior is a negative outcome of permissive parenting styles, as indicated by previous research conducted by Sari and Fatmawati (2021) demonstrating a correlation between permissive parenting and the moral development of children. Parental stress and depression significantly contribute to the increased risk of ADHD, encompassing both symptoms and diagnosis. Maternal stress, anxiety, prenatal stress, post-partum depression, and paternal depression are positively associated with ADHD. Moreover, parental depression correlates with ADHD symptoms in the inattentive and hyperactive/impulsive subtypes. Parental antisocial personality disorder is also positively linked to both overall ADHD and specific ADHD diagnosis (Robinson et al., 2022).

The repercussions of permissive parenting, as found in the study by Supiyah, negatively impact children's social and emotional behaviors due to the lack of instructive practices in the applied parenting habits (Supiyah et al., 2021). ADHD and its comorbidities can affect functioning in various settings, placing affected children or adolescents at risk for adverse health and psychosocial outcomes in adulthood (Barbaresi et al., 2020). Education aimed at instilling and developing character values in children is crucial for them to embody noble virtues in their future lives, both within the family and in society at large (Iswantiningtyas and Wulansari, 2018). Every individual requires character education from an early age to become a better person in the future and uphold humane values. Hence, parental involvement in instilling character education in children is essential, as emphasized in previous research by Widiyanto, highlighting the crucial role of parents in character development through enjoyable parenting activities and parenting styles (Widiyanto, 2015).

The parenting styles employed by these parents can exert detrimental effects on their children and the surrounding individuals. Children subjected to such parenting may exhibit arbitrary behavior towards others due to the absence of guidance from their parents regarding permissible and impermissible actions. Research conducted by Purwaningrum underscores that children raised with permissive or indulgent parenting styles face an elevated risk of developing problematic behaviors, such as an inability to control their attitudes, aggression, rebellious tendencies, disturbance creation, lack of self-confidence, and difficulty self-regulating (Purwaningrum et al., 2016). Similarly, studies by Nuryatmawati and Fauziah (2020), permissive parenting has implications for the level of independence in early childhood. Their findings reveal that a permissive parenting style tends to result in deficiencies in a child's independence. Therefore, it is suggested that adopting appropriate and effective parenting styles, such as the democratic approach, proves more advantageous for fostering independence compared to permissive parenting. Environmental correlates have demonstrated indirect associations with Attention Deficit Hyperactivity Disorder (ADHD) through school engagement, as highlighted in the study by (Nguyen et al., 2019). Consequently, interventions aimed at reducing ADHD through school programs should take into account family and community factors. This underscores the importance of a comprehensive approach that considers the broader social and environmental context when addressing ADHD in educational settings.

In addition to permissive parenting, some parents adopt an authoritarian parenting style characterized by strict discipline, including physical punishment such as hitting or slapping. This

authoritarian approach entails parents assuming a commanding role with complete authority over their children (Bun et al., 2020). Such parenting practices can yield negative consequences on a child's behavior and the surrounding environment. Previous research has shown that an authoritarian parenting style adversely affects a child's social growth and development, leading to suboptimal social skills, a lack of openness to others, low self-confidence, and social withdrawal (Mardiah and Ismet, 2021). This sentiment is echoed by Aas (2021), whose research indicates that an authoritarian parenting style influences the social and emotional intelligence of young children, potentially resulting in reserved and introverted behavior. Collectively, these studies underscore the detrimental impacts of authoritarian parenting on a child's social behavior, urging parents to focus on implementing effective parenting styles that cater to the needs of children with Attention Deficit Hyperactivity Disorder (ADHD).

Inculcating values in early childhood is paramount, underscoring the indispensability of values education. This educational framework involves instilling universal values such as peace, respect, love, tolerance, honesty, humility, cooperation, happiness, responsibility, simplicity, freedom, and unity (Sukitman, 2016). Pendidikan nilai dapat dimulai dari keluarga, keluarga ataupun orang tua dapat berfungsi dan berperan sebagai seseorang yang dapat membantu menanamkan pendidikan nilai dengan melalui kebiasaan sehari-hari. Commencing within the family unit, parents assume a pivotal role in imparting values education through daily routines and habits (Purwaningsih, 2010). Moral, character, and values education are imperative and should be ingrained in children from their formative years, necessitating that parenting approaches encompass these essential educational elements.

The democratic parenting style, characterized by open communication between parents and children, fosters interactive discussions regarding shared desires, engendering cooperation and providing guidance and control from parents (Safitri et al., 2020). A democratic parenting style has been found to cultivate independence and a sense of responsibility in children, as evidenced by research conducted by Tabi'in with children in the Dewi Aminah orphanage (Tabi'in, 2020). This stands in stark contrast to the approach taken by MDz's mother, who consistently defends MDz despite any wrongdoing. The disparate parenting styles between MDz's mother and grandmother are evident. The democratic parenting style implemented by MDz's grandmother has been shown to have positive impacts on child behavior, supported by Stepanus's research, which identifies democratic parenting as effective and beneficial, particularly in the digital era (Rahmat, 2018). However, MDz's behavior tends towards the negative, suggesting that the influences of permissive and authoritarian parenting styles employed by MDz's mother are more dominant. This is substantiated by previous research indicating that authoritarian parenting styles often exert adverse effects on children, particularly in their social lives (Sari, 2020). In a broader context, research by Si and Zhang (2020) indicates that non-working parents experience higher levels of parenting stress compared to employed parents. Various factors, including work-family conflict, depression, anxiety, somatization, child ADHD symptoms, parenting role, and social support, collectively account for 40.9% of the variance in parenting stress. This underscores the multifaceted nature of parenting stress and the importance of considering various factors in understanding and addressing parental stress levels.

Family history constitutes a pivotal factor in child rearing, as an unfavorable familial background can give rise to negative influences on parenting models, subsequently impacting the child's behavior negatively (Nasution and Sitepu, 2018). According to information provided by Rk, MDz resides solely with his mother and grandmother, a circumstance that renders MDz fearless and prone to misbehavior with others, as his only source of fear is his father. This highlights that misguided parenting of hyperactive children not only adversely affects the individuals themselves but also extends its impact to others. This assertion is substantiated by prior research indicating that the behavior of hyperactive

children can easily disrupt and disturb others (Hartati, 2015). Anak ADHD dapat beresiko menjadi korban kekerasan (bullying) dan depresi karena tekanan dari lingkungan yang tidak mampu di atasi oleh anak ADHD, hal ini sejalan dengan penelitian terdahulu dari Jessica and Kevin yang diperoleh hasil bahwa *“Positive associations were reported consistently between bullying involvement and depressive symptoms in youth with ADHD”* (Simmons and Antshel, 2020). The impact of ADHD in children also extends to the stress levels of parents, which can influence both physical and mental health. Jennifer et al. emphasize the importance of considering parenting stress in families with children with ADHD, noting that while moderate stress is adaptive, high stress has negative implications for both physical and mental health (Theule et al., 2013). This review further presents current knowledge on the association between ADHD and antisociality, exploring the development of delinquent behavior. It delves into the relationships between ADHD, conduct disorder, and antisocial personality disorder in offenders, considering the influence of comorbid psychiatric disorders and psychosocial conditions on offending behavior (Retz et al., 2021).

In light of the above statements, the parenting styles of MDz's mother and grandmother exhibit noticeable differences, with MDz's mother adopting both permissive and authoritarian parenting, while MDz's grandmother employs a democratic parenting style. With these diverse parenting styles, it is evident that family upbringing plays a pivotal role in shaping a child's behavior (Bun et al., 2020). Permissive and authoritarian parenting can lead to various negative impacts, such as a child becoming indulged, stubborn, and arbitrary towards others (Makagingge et al., 2019). Apart from negatively affecting the individual, the hyperactive child's behavior under permissive and authoritarian parenting can also harm others, manifesting as rudeness towards friends or relatives, engaging in mischievous activities, and imparting negative lessons to peers. Considering the negative impact of parenting, parents are encouraged to direct children's behavior in a good direction, stimulate values (personality and culture) that are considered good by parents so that children can grow and develop properly and optimally (Diastuti, 2021). This assertion is grounded in existing research indicating a close relationship between parenting styles, the social-emotional development of children, and the formation of adolescent behavior (Jojon et al, 2014; Nurlela, 2012).

CONCLUSION

Parenting styles play a pivotal role in shaping the behavior of children with ADHD, contributing to negative behaviors resulting from inappropriate parenting approaches. Permissive and authoritarian parenting styles, predominantly from the mother due to the father's migrant status leading to reduced interaction with the child, exert a more dominant influence compared to other parenting styles. Both permissive and authoritarian parenting contribute negatively to the development of a child's behavior. The implementation of misguided parenting styles can lead to children becoming indulged, defiant, unwilling to compromise, impulsive, emotional, and causing harm to others. The hyperactive behavior of these children, in addition to being detrimental to themselves, can also adversely affect and pose risks to the surrounding environment.

Parents' parenting styles serve as the key factor in shaping a child's growth and development into either a positively or negatively inclined individual. Consequently, parents must pay close attention to adopting suitable parenting styles for their children, especially those with ADHD, to foster positive behavior. The implications of this research suggest that parents dealing with ADHD children could benefit from implementing a democratic parenting style, which has positive impacts on the child's behavioral development. The democratic parenting style is considered relevant for application because effective parenting involves an adaptive balance between the child and the parent. Limitations of this study include the absence of a model generated for parenting styles for ADHD children. Recommendations for future research involve conducting more comprehensive studies, particularly in the form of developing models for parenting styles for children with ADHD.

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