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The Influence of Authoritarian Parenting on Students' Morality and Ethics in Schools: Systematic Literature Riview

Muhamad Desta Dwi Putra[1*], Winda Alawiah [2], Puspa Surya Utami[3], Cindy Marisa[4]
Guidance and Counseling Department, Faculty of Educational and Social Sciences, Indraprasta PGRI University, Indonesia
muhamaddestad@gmail.com[1]

Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh pola asuh otoriter orang tua terhadap perkembangan moral dan etika siswa di sekolah melalui pendekatan *Systematic Literature Review* (SLR). Data dikumpulkan dari Google Scholar dengan kata kunci *pola asuh, otoriter, moral, etika, siswa* sehingga diperoleh 5.000 artikel. Seleksi inklusi tahun 2021–2025 menghasilkan 2.790 artikel, kemudian difokuskan pada kata kunci tambahan *sekolah* dan *kuantitatif* hingga tersisa 1.580 artikel. Setelah penyaringan akhir berdasarkan relevansi variabel dan metode, diperoleh 23 artikel yang dianalisis menggunakan metode PRISMA. Hasil analisis menunjukkan bahwa pola asuh otoriter berpengaruh negatif terhadap moral dan etika siswa. Anak lebih cenderung patuh karena rasa takut, bukan kesadaran moral, sehingga kurang mampu menginternalisasi nilai kejujuran, disiplin, dan tanggung jawab. Temuan ini menegaskan bahwa pola asuh otoriter menghambat pembentukan moral dan etika positif di sekolah.

Kata Kunci: pola asuh otoriter, moral, etika, siswa, sekolah.

Abstract

This research aims to analyze the influence of parents' authoritarian parenting styles on students' moral and ethical development at school through a Systematic Literature Review (SLR) approach. Data was collected from Google Scholar with the keywords parenting style, authoritarian, morals, ethics, students so that 5,000 articles were obtained. The 2021–2025 inclusion selection produced 2,790 articles, then focused on additional keywords school and quantity until 1,580 articles remained. After final filtering based on the relevance of variables and methods, 23 articles were obtained which were analyzed using the PRISMA method. The results of the analysis show that authoritarian parenting has a negative effect on students' morals and ethics. Children are more likely to obey because of fear, not moral awareness, so they are less able to internalize the values of honesty, discipline and responsibility. These findings confirm that authoritarian parenting styles hinder the formation of positive morals and ethics in schools..

Keywords: *authoritarian parenting, moral, ethics, students, school.*

INTRODUCTION

Parenting style is one of the main factors influencing the development of children's personality, morality, and ethics. In developmental psychology, Baumrind classifies parenting styles into four types: authoritarian, authoritative (democratic), permissive, and neglectful. Among these, the authoritarian parenting style has attracted particular attention due to its distinctive characteristics, such as strict control, rigid rules, high discipline, and low emotional warmth. Parents with an authoritarian style typically demand complete obedience without providing space for dialogue and tend to use punishment as the primary means of controlling children's behavior.

Operationally, authoritarian parenting can be identified through a high degree of parental dominance in decision-making, limited two-way communication, and demands for absolute obedience from the child. Research has shown that the stronger the implementation of authoritarian parenting, the lower students' level of ethical communication at school (Widyanti et al., 2025). This condition illustrates that rigid parenting patterns not only affect the family environment but are also reflected in children's social interactions at school.

One important aspect influenced by parenting style is morality. Piaget argues that moral development is formed through social interaction, whereas Kohlberg explains its progression from obedience to external rules to the understanding of universal ethical principles. Children raised with authoritarian parenting tend to obey rules out of fear of punishment rather than from an internalized moral awareness (Nurhayati, 2023; Bun et al., 2021). As a result, the morality that develops tends to be externally driven, superficial, and less reflective of mature ethical reasoning. In the long term, this may hinder the development of moral autonomy and reduce children's ability to judge right and wrong based on their own convictions.

In addition to morality, ethics is also a crucial dimension in character formation. Ethics functions as a normative guide that directs individuals to act in accordance with social values and norms (Bertens, 2020). In the educational context, ethics is not only measured by compliance with school rules but is also reflected in everyday behaviors, such as communication ethics, learning ethics, and social ethics. However, studies indicate that authoritarian parenting often fosters only formal compliance without deep internalization of values (Rahma & Isyanawulan, 2024). Children may appear obedient and polite in front of authority figures, but their behavior is not necessarily grounded in internal moral awareness.

Other findings show that children who experience authoritarian parenting tend to have low self-control, rigid social relationships, and difficulties adapting in social situations (Marlina & Yuliani, 2023; Hakim & Rahmawati, 2021). Conversely, a permissive parenting style that is overly lenient also has negative consequences due to weak control and limited moral guidance (Latifah & Fitriyanti, 2021). This comparison underscores that both extreme parenting styles authoritarian and permissive can undermine the development of children's morality and ethics, albeit through different mechanisms.

Based on this background, the present systematic review aims to analyze the influence of authoritarian parenting on the moral and ethical development of students in the school environment. This review also highlights how an imbalance between control and autonomy in parenting can affect children's character formation. By examining recent empirical findings published between 2021 and 2025, this article is expected to provide a comprehensive overview of the impact of authoritarian parenting and to serve as a basis for developing more effective parenting strategies that support children's moral and ethical development holistically.
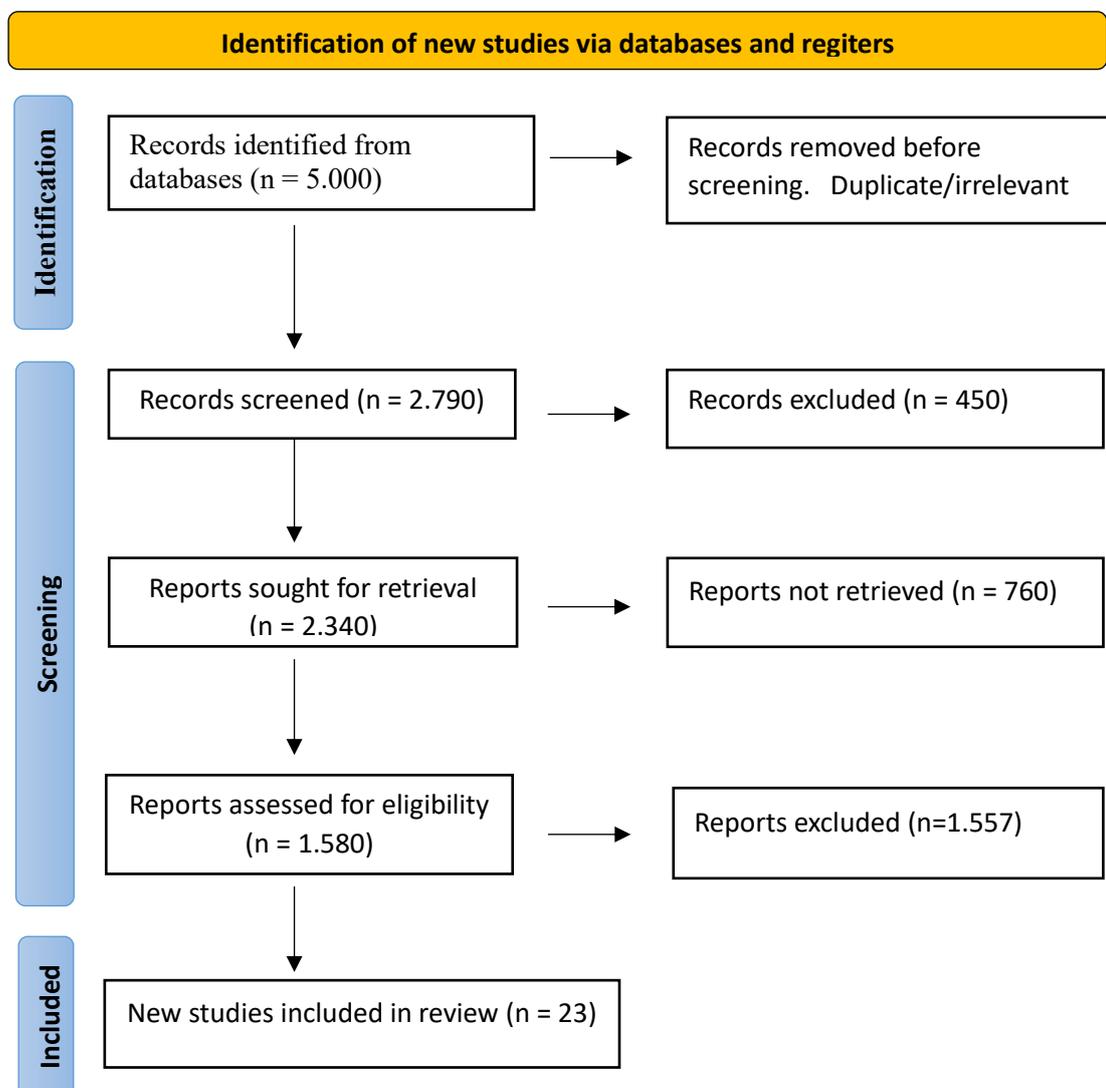
METODE

This study employed a Systematic Literature Review (SLR) approach to examine research findings related to the influence of authoritarian parenting on students' morality and ethics in

schools. The review process followed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines, which help researchers conduct literature reviews in a transparent, systematic, and structured manner (Sastypratiwi & Nyoto, 2020). The SLR process consisted of five main stages: formulating the research questions, searching for relevant articles, selecting and screening the articles, assessing their eligibility, and conducting analysis and synthesis of the findings.

The literature search was carried out using Google Scholar with the keywords "parenting style, authoritarian, moral, ethics, and students." From approximately 5,000 articles initially identified, a stepwise screening process was conducted. In the first stage, 2,790 articles were selected based on the publication year (2021–2025). In the second stage, 1,580 articles were retained by adding the keywords "school" and "quantitative." Final screening was then conducted based on titles, abstracts, and the relevance of the research variables. Articles that did not meet the criteria or procedures were excluded.

The remaining articles were then reviewed in full to ensure alignment with the predefined inclusion criteria. The mapping and analysis procedures were conducted in accordance with PRISMA guidelines. The flow of the article selection and screening process is presented in Figure 1.

Identification of new studies via databases and regiters

Identification

Records identified from databases (n = 5.000) → Records removed before screening. Duplicate/irrelevant

Screening

Records screened (n = 2.790) → Records excluded (n = 450)

Reports sought for retrieval (n = 2.340) → Reports not retrieved (n = 760)

Reports assessed for eligibility (n = 1.580) → Reports excluded (n=1.557)

Included

New studies included in review (n = 23)

Gambar 1. PRISMA Flowchart

Based on the selection and screening process following the procedures described, a total of 23 articles met the criteria and were included as the main sources for analysis. To ensure the relevance and appropriateness of the selected studies, inclusion and exclusion criteria were established as the basis for article selection. These criteria were used to ensure that the selection process was conducted objectively and aligned with the aims of the study. The inclusion and exclusion criteria are as follows:

Table 1. Inclusion and Exclusion Criteria

No.	Inclusion Criteria	Exclusion Criteria
1	Studies aligned with the research theme	Studies not aligned with the research theme
2	Articles published between 2021–2025	Articles published before 2021
3	Research using quantitative methods	Research using qualitative or mixed-method approaches
4	Articles written in Indonesian	Articles written in foreign languages

(Data source: established based on the needs of the study)

With the establishment of these criteria, all articles that passed the final screening stage were confirmed to be relevant to the research focus, met methodological standards, and were suitable for use as the basis for analysis. The data were then analyzed through a thematic categorization process. Each article was examined to identify its research focus, methodological approach, and key findings. The results were subsequently categorized into several main aspects, such as types of authoritarian parenting, its influence on moral behavior, and its impact on students' moral and ethical development.

This categorization enabled the researchers to organize the findings comprehensively, identify common patterns, and highlight variations across previous studies. Thus, the methodological steps undertaken ensured that the literature review process was conducted systematically, transparently, and evidence-based, in accordance with PRISMA standards and the objectives of the study.

Table 2. Data Extraction Table

No	Author(s) and Year	Title	Research Method	Research Findings
1	Nur Widyanti, Iskandar Zulkarnaen, et al. (2025)	The Influence of Authoritarian Parenting on Students' Communication Ethics at SMA Swasta Istiqlal Deli Tua	Simple Linear Regression	Higher levels of authoritarian parenting lead to lower student communication ethics (sig. 0.023 < 0.05).
2	Siti Nurhayati (2023)	Analysis of Authoritarian Parenting on Students' Moral Development	Quantitative survey	Authoritarian parenting significantly affects students' morality; students obey but show low ethical initiative.
3	Yuliyanti Bun, Bahran Taib, Dewi Mufidatul Ummah (2021)	Analysis of Authoritarian Parenting on Children's Moral Development	Descriptive quantitative	Authoritarian parenting positively affects discipline but negatively affects autonomy/internal moral development.
4	Annisa Rahmah, Maria Ulfah, Ludovicus M. Hari (2023)	The Influence of Authoritarian Parenting on Students' Moral Behavior	Correlational quantitative	A significant relationship exists between authoritarian parenting and students' moral behavior.

5	Desti Alia Rahma, Gita Isyanawulan (2024)	The Impact of Strict Parents on Ethics, Character, and Social Interaction	Descriptive quantitative	Authoritarian parenting produces external compliance without ethical internalization.
6	F. Winarti et al. (2022)	Analysis of Authoritarian Parenting: Relation to Adolescents' Social Morality	Quantitative (regression/correlation)	Authoritarian parenting influences adolescents' social morality.
7	Silvie Mil, Anis Setia Ningsih (2023)	The Influence of Authoritarian Parenting on Children's Moral/Akhlak Behavior	Quantitative regression	Authoritarian parenting significantly contributes to aggressive behavior and negative moral outcomes.
8	Rts Desi Paramita Sari, Fatmawati (2021)	The Relationship Between Authoritarian Parenting and Moral Development of Early Childhood	Correlational quantitative	A significant relationship exists between authoritarian parenting and early childhood morality.
9	Windy Luxmawati (2023)	Authoritarian Parenting in the Development of 14–15-Year-Old Adolescents	Quantitative	Authoritarian parenting correlates negatively with adolescents' moral development.
10	Eka Agustina Busriyah, Indriana W. Windasari (2024)	The Influence of Parenting Styles on Children's Morality	Quantitative survey	Authoritarian parenting negatively affects children's moral internalization.
11	La Jeti, Hartati, Wa Ode Arianti Sofyan (2023)	The Influence of Authoritarian Parenting on Early Childhood Moral Values in Baubau	Ex-post facto quantitative	Authoritarian parenting has a significant negative effect (coef. -1.966; $p < 0.05$) on early childhood morality.
12	A. Mulyadi, Z. Hamzah (2022)	The Influence of Authoritarian Parenting on Students' Morality in Madrasah	Explanatory quantitative	Authoritarian parenting significantly affects morality, particularly in terms of obedience.
13	R. Dewi, S. Rahayu (2022)	The Influence of Authoritarian Parenting on Early Childhood Moral Development	Quantitative regression	Authoritarian parenting has a negative impact; children obey but lack independence.
14	M. Yulianto, H. Lestari (2021)	The Relationship Between Authoritarian Parenting and Junior High School Students' Moral Behavior	Correlational quantitative	A significant negative correlation exists between authoritarian parenting and students' moral behavior.
15	S. Nurhayati, D. Putra (2023)	Authoritarian Parenting and Moral Development of Junior High School Students	Quantitative survey	Children of authoritarian parents are controlled but have low moral reasoning.
16	F. Marlina, T. Yuliani (2023)	Authoritarian Parenting and Elementary Students' Social Ethics	Quantitative survey	Children raised under authoritarian parenting show lower social ethics compared to those raised democratically.

17	D. Rahman, I. Anjani (2021)	The Relationship Between Authoritarian Parenting and Vocational Students' Morality	Spearman correlation	Authoritarian parenting shows a moderate negative relationship with students' morality.
18	L. Kurniawan, N. Fitria (2022)	The Influence of Authoritarian Parenting on Students' Ethics at School	Quantitative t-test	Students' ethics tend to be underdeveloped under authoritarian parenting.
19	F. Anjani, S. Huda (2021)	The Relationship Between Authoritarian Parenting and Students' Morality in Islamic Senior High School	Pearson correlation	A significant negative relationship exists between authoritarian parenting and students' morality.
20	P. Setiawan, E. Marbun (2021)	The Relationship Between Authoritarian Parenting and Spiritual Moral Development in Christian Schools	Correlational quantitative	Authoritarian parenting lowers adolescents' spiritual moral development.
21	A. Lubis, R. Harahap (2022)	The Influence of Authoritarian Parenting on Junior High School Students' Morality in Medan	Quantitative regression	Authoritarian parenting negatively correlates with students' morality.
22	R. Anwar, M. Fadhilah (2022)	The Relationship Between Authoritarian Parenting and Students' Morality in Islamic Elementary Schools	Correlational quantitative	Authoritarian parenting negatively relates to students' morality.
23	Z. Hakim, I. Rahmawati (2021)	The Influence of Authoritarian Parenting on Students' Learning Ethics in Islamic Boarding Schools	Quantitative survey	Students raised with authoritarian parenting show low learning ethics.

(Data source: compiled from various research articles)

Based on the review of the twenty-three studies presented in the table, it is evident that authoritarian parenting has a substantial influence on the development of students' morality and ethics in school settings. This parenting style is characterized by strict control, rigid rules, and an emphasis on obedience without opportunities for dialogue. Most studies show that although children raised under authoritarian parenting appear obedient and disciplined, such obedience is largely superficial and not accompanied by deep moral understanding.

Several studies indicate that the higher the level of authoritarian parenting, the lower the development of children's moral and ethical capacities. Authoritarian parenting is negatively associated with communication ethics among high school students (Widyanti et al., 2025). Adolescents aged 14–15 with authoritarian parents also tend to exhibit lower levels of moral reasoning (Luxmawati, 2023). Excessive parental dominance in decision-making hinders children's ability to internalize moral values (Busriyah & Windasari, 2024).

Beyond weakening moral development, authoritarian parenting also affects children's social behavior. This style contributes to increased aggressive behavior and passive compliance (Mil & Ningsih, 2023). Elementary school students raised under authoritarian parenting demonstrate lower social ethics compared to those raised with democratic parenting (Marlina & Yuliani, 2023). Even in Islamic boarding schools, authoritarian parenting reduces learning ethics and students' sense of responsibility (Hakim & Rahmawati, 2021).

Nevertheless, some studies highlight limited positive aspects of authoritarian parenting within specific contexts. This style may foster discipline and a sense of responsibility, although only temporarily, as these traits depend on external control rather than intrinsic awareness (Bun et al., 2021; Mulyadi & Hamzah, 2022).

Consistency across educational levels further strengthens these findings. In early childhood, authoritarian parenting inhibits empathy and independence (Sari & Fatmawati, 2021; Jeti et al., 2023). At the junior high level, it reduces students' social responsibility (Yulianto & Lestari, 2021; Rahman & Anjani, 2021). At the senior high and madrasah levels, the impact appears in weakened spiritual morals and diminished honesty (Setiawan & Marbun, 2021; Anjani & Huda, 2021).

Overall, authoritarian parenting may foster short-term discipline but is ineffective in cultivating deep moral awareness. In the long term, children tend to follow rules out of fear of punishment rather than understanding the moral reasoning behind them. Therefore, a democratic parenting style, which balances firmness with open communication, emerges as the most effective alternative for fostering holistic moral and ethical development in children. If you would like, I can also help translate or refine the concluding table or the full conclusion section.

Table 3. Synthesis of the Influence of Authoritarian Parenting on Students' Moral and Ethical Development

Aspect Examined	Indicators	Influence of Authoritarian Parenting	Synthesis of Findings
Personal Morality and Ethics	Moral reasoning	Negative	Children struggle to distinguish right from wrong reflectively and exhibit low levels of moral reasoning.
	Moral value internalization	Negative	Children obey rules out of fear of punishment rather than genuine understanding of moral values.
	Spiritual morality and religious awareness	Negative	Religious values are followed as obligations without deeper spiritual meaning.
	Honesty and moral integrity	Negative	Weakens honesty and moral responsibility; good behavior is shown mainly to avoid punishment.
	Moral decision-making	Negative	Children are not accustomed to making decisions based on moral considerations, instead relying on parental directives.
	Individual moral responsibility	Negative	Responsibility emerges due to external pressure rather than personal awareness.
	Moral discipline	Limited positive	Fosters short-term discipline, but does not develop internal moral awareness.
	Moral empathy	Negative	Inhibits empathy and sensitivity to others' moral values.
Social Ethics	Communication ethics	Negative	Children communicate rigidly, lack empathy, and are hesitant to express opinions.
	Social ethics among elementary students	Negative	Children comply superficially without understanding the social meaning behind rules.
	Social responsibility	Negative	Children become passive, wait for instructions, and show low social initiative.
	Learning ethics and responsibility	Negative	Learning discipline is formed due to pressure rather than moral awareness or personal responsibility.

(Data source: synthesized from research findings)

Overall, the results of this review confirm that authoritarian parenting exerts a significant yet largely counterproductive influence on students' moral and ethical development. A parenting

approach that relies heavily on control without allowing space for communication must be balanced with democratic parenting practices to foster children's moral awareness, responsibility, and empathy.

CONCLUSION

Authoritarian parenting has been shown to have a significant influence on the moral and ethical development of students across different educational levels. While this parenting style may foster outward obedience and discipline, excessive control and the frequent use of punishment tend to weaken children's independence in decision-making, reduce their ethical communication skills, and hinder the development of morality rooted in self-awareness. Consequently, the relationship between authoritarian parenting and students' moral development, social ethics, and academic ethics generally shows a negative tendency.

Based on these findings, parents are encouraged to reduce the use of excessive control and adopt more democratic and dialogic approaches when instilling moral values. Schools, on the other hand, need to strengthen character education by creating an open and communicative learning environment that provides students with opportunities to practice moral responsibility in their daily lives.

Scientifically, this review contributes to expanding the understanding of the role of parenting styles in shaping children's moral development and serves as a foundation for developing more humanistic and effective moral education strategies.

For future research, studies should broaden sample diversity and include more varied contexts to strengthen empirical findings. Subsequent research may also employ more in-depth approaches by incorporating additional variables that may mediate or moderate the relationship between parenting style and moral development, thereby producing a more comprehensive picture and offering meaningful contributions to both scientific knowledge and educational practice.

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