

THE ROLE OF STRENGTH-BASED PARENTING ON EDUCATIONAL RESILIENCY AMONG INDONESIAN UNIVERSITY STUDENTS

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Abstract

University students in Indonesia increasingly face academic adversity due to rapid curricular reforms, heightened performance demands, and psychosocial stressors. This study aims to examine the role of strength-based parenting (SBP) in fostering educational resiliency among Indonesian university students. Using a correlational quantitative design, 207 students were recruited through convenience sampling and completed self-report questionnaires measuring SBP and educational resiliency. Linear regression analysis revealed that SBP significantly predicted educational resiliency ($R^2 = .101$, $p < .001$), suggesting that students who perceive parental recognition and support of their strengths are better equipped to manage academic stress. These findings align with Indonesia's collectivist culture, where familial bonds extend into adulthood and influence student development. The study implies that integrating SBP into family engagement and academic support programs may enhance student resilience. Future educational policies should consider culturally grounded parenting strategies as part of student success frameworks.

Keywords: academic adversity; educational resiliency; higher education; Indonesian students; strength-based parenting

INTRODUCTION

Higher education in Indonesia is undergoing a transformative shift. Once rooted in character building and intellectual enlightenment, the current system increasingly reflects the demands of globalization emphasizing technological proficiency, scientific innovation, and workforce readiness. While this transition offers opportunities, it also generates academic pressures for students, such as frequent curriculum revisions, increased competition, and uncertain career trajectories. These challenges give rise to what is known as academic adversity prolonged and multifaceted stressors that can hinder students' academic persistence and psychological well-being.

Academic adversity extends beyond isolated academic struggles. It encompasses structural issues (e.g., policy shifts), interpersonal stressors (e.g., peer competition), and intrapersonal strains (e.g., low self-efficacy or burnout). Students without sufficient coping resources may experience emotional fatigue, disengagement from learning, or even dropout. In this context, one's ability to thrive amid such adversity is known as educational resiliency, the capacity to succeed academically despite facing significant obstacles (Benard, 2004). Educational resiliency is shaped by both intrapersonal strengths and environmental supports. While existing research has focused on institutional or peer-level interventions, the role of family particularly parenting style has received relatively little attention in higher education studies, especially within collectivist societies like Indonesia. In such cultures, family bonds remain strong beyond adolescence, and parental influence persists well into emerging adulthood. Thus, understanding how parenting contributes to academic resilience is essential for developing holistic educational strategies.

A promising framework in this domain is Strength-Based Parenting (SBP), a positive psychology-informed approach in which parents identify and nurture their children's inherent strengths both in skills and personality traits (Waters, 2017). Parents who practice SBP engage in strength-knowledge (awareness of the child's strengths) and strength-use (supporting the development and application of these strengths). Previous studies have shown that SBP fosters

adaptive coping, psychological well-being, and academic engagement among adolescents (Jach et al., 2018; Allen et al., 2022). However, its role in enhancing educational resiliency in university students particularly within Indonesia's unique sociocultural setting remains underexplored. This study aims to fill that gap by examining the extent to which strength-based parenting contributes to the development of educational resiliency among Indonesian university students. Beyond contributing to the academic literature, the findings offer practical implications for family engagement, student services, and culturally responsive education.

METHOD

This study employed a correlational quantitative design to examine the predictive relationship between strength-based parenting and educational resiliency among Indonesian university students. The sample consisted of 207 participants recruited through convenience sampling. Data were collected via an online questionnaire distributed through Google Forms over a one-month period, with informed consent obtained from all respondents. Both strength-based parenting and educational resiliency were measured using self-developed instruments constructed in alignment with established theoretical frameworks. The collected data were analyzed using simple linear regression to determine the extent to which strength-based parenting predicts educational resiliency, following the statistical procedures outlined by Field (2017).

RESULTS AND DISCUSSION

Result

Table 1 shows the demographic distribution of respondents:

Table 1. Demographic Characteristics of Participants

Demografic	N	%
Gender		
Male	36	17,4%
Female	171	82,6%
Total	207	100.0%
Education Level		
Undergraduate	199	96,1%
Others	8	3,9%
Total	207	100.0%
Ethnicity		
Sundanese	72	34,8%
Javanese	54	26,1%
Tionghoa	39	18,8%
Batak	13	6,3%
Others	29	14%
Total	207	100.0%

The sample was predominantly female (82.6%), with most participants pursuing undergraduate degrees (96.1%) and the largest ethnic group being Sundanese (34.8%).

Regression analysis results are presented in Table 2 and 3.

Table 2. Simple Linear Regression Summary

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.0318 ^a	.101	0.97	7.567

a. Predictors: (Constant). *Strength-Based Parenting*

b. Dependent Variable: *Educational Resiliency*

Table 3. The ANOVA Results

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1318.231	1	1318.231	23.021	.000 ^b
	Residual	11738.620	205	57.262		
	Total	13056.850	206			

a. Dependent Variable: *Educational Resiliency*

b. Predictors: (Constant). *Strength-Based Parenting*

The results show that strength-based parenting significantly predicts educational resiliency ($p < .001$), with an R Square value of .101. This indicates that SBP explains approximately 10.1% of the variance in students' educational resiliency. Although the effect size is modest, it suggests a meaningful relationship between parental strength-based support and students' academic coping capacity. The model's F-statistic ($F = 23.021$) further confirms the significance of the regression.

Discussion

The results of the study demonstrate a statistically significant relationship between strength-based parenting (SBP) and educational resiliency among Indonesian university students. With an R^2 value of .101 ($p < .001$), the findings reveal that SBP accounts for approximately 10.1% of the variance in students' ability to cope with academic challenges. While this percentage may seem modest, it is meaningful in the context of psychological and educational research, where multiple environmental and intrapersonal variables interact to influence student outcomes. This result is consistent with previous literature that suggests SBP positively contributes to psychological resources such as self-esteem, emotional regulation, and optimism (Waters, 2017; Allen et al., 2022). Students who perceive their parents as recognizing and nurturing their strengths are likely to internalize these strengths as personal assets. Consequently, when faced with academic adversity, they are better equipped to approach difficulties with a solution-focused mindset, rather than withdrawing or disengaging.

The findings also highlight the relevance of SBP within Indonesia's collectivist cultural framework, where parental influence often extends well into adulthood. In contrast to individualistic cultures where independence is emphasized in early adulthood, Indonesian students typically maintain close emotional and decision-making ties with their families. This cultural dynamic amplifies the impact of parenting style on personal development and academic behavior. Therefore, SBP aligns not only with positive psychological principles but also with cultural expectations, making it both a theoretically and contextually robust approach.

Moreover, the study brings to light the need for universities to recognize family dynamics as a critical element in student development. Academic support systems have largely focused on

institutional and peer-related resources, yet incorporating family-based perspectives—such as through parent education programs or strength-focused family engagement strategies—can enrich the support structure for students navigating higher education challenges. Lastly, while SBP was shown to significantly predict educational resiliency, the unexplained variance (89.9%) indicates the presence of other influential factors. These may include personal traits like grit or growth mindset, institutional factors such as lecturer support or campus climate, and broader societal issues like financial stability or access to learning resources. Future research should explore these variables, particularly through longitudinal and mixed-method approaches that can capture the nuanced interactions over time.

CONCLUSION

This study concludes that strength-based parenting plays a significant role in fostering educational resiliency among university students in Indonesia. Students who perceive their parents as recognizing and supporting their inherent strengths demonstrate a greater capacity to cope with academic challenges, maintain motivation, and persist in their educational pursuits. Despite explaining only a portion of the variance, SBP emerges as a protective factor that is not only empirically valid but also culturally relevant. In a collectivist society where parental involvement continues well into early adulthood, parenting strategies that affirm and activate the student's strengths may serve as a foundation for adaptive academic behavior.

The implications of this study extend beyond individual families. Educational institutions are encouraged to integrate family-centered interventions into student support services. Strength-based workshops, psychoeducational modules, and culturally sensitive outreach programs can foster a more resilient student body. Policymakers in higher education may also consider frameworks that position families as strategic partners in promoting student well-being and academic success. Future research should broaden its scope to include mediating and moderating variables, incorporate larger and more diverse samples, and apply longitudinal methods to examine the enduring impact of strength-based parenting across different stages of higher education. By doing so, the academic community can deepen its understanding of how family, culture, and psychology intersect in shaping student resilience in the face of adversity.

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