

## The Relationship of *Helicopter Parenting* to Independence in Late Adolescents in Madiun

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### ABSTRACT

This study was conducted to determine the relationship between *helicopter parenting* and independence in late adolescents in Madiun. The hypothesis proposed in this study is that there is a negative relationship between *helicopter parenting* and independence in late adolescents in Madiun. The subjects in this study are late adolescents aged 17-22 years in Madiun, totaling 100 people—subject collection using the *Purposive Sampling* Technique. The data collection method uses the Independence and Helicopter Parenting Instrument scales. The data analysis technique uses *Pearson correlation analysis*. Based on the results of data analysis, a correlation value of  $r = 0.248$  with  $p = 0.013$  means a significant positive relationship between *helicopter parenting* and independence; this shows that the hypothesis proposed in this study is rejected. The determination coefficient ( $R^2$ ) obtained is 0.061, which shows that the helicopter parenting variable effectively contributes 6.1% to independence, and the rest is influenced by other factors that are not studied.

**Keywords:** *Helicopter Parenting*, Independence, Late Adolescence

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### Introduction

Along with global competition in the modern era, it is essential for the younger generation, including teenagers, to build better characters, such as independence. By adolescence, individuals should begin to learn not to always depend on their parents, including in situations of needing help, and to be able to sort between good and evil. Adolescents must have the skills to make decisions for themselves and be able to take responsibility for the decisions that adolescents make (Steinberg, 2014). According to Santrock (2012), a person between 18 and 21 is a late adolescent. In this age range, individuals experience a crucial period in making various choices in adolescent life (Packer, 2006). One of the essential aspects of adolescent development is independence, which has a central role and a positive effect on adolescents (Steinberg, 2014).

Independence should be taught to children from an early age. Independence symbolizes maturity in acting without relying entirely on others. By having independence, a child can make his own decisions.

Based on his views, he is responsible for the consequences and impacts of his decisions (Rafika, 2017).

Independence is defined as a person's ability to feel, think, and make decisions independently based on personal beliefs, not just following the views of others (Steinberg, 2014). Chaplin (2011) argues that independence is the freedom of individuals to make choices, have autonomy and control, and determine their life path.

Steinberg (2014) argues that independence is one part of achieving adolescent autonomy. The process towards adolescent independence includes three principal dimensions. The first is emotional autonomy, which involves attachment in individual relationships, especially with parents. Adolescents can reduce their dependence on their parents and have been able to meet their emotional needs without depending on their parents. Second, behavioral autonomy refers to adolescents' ability to make and implement their own decisions. This teenager can live his daily life according to the behavior that suits him. Third, *value autonomy* describes the existence of a set of personal principles or values that determine what is considered right or wrong, important or unimportant for adolescents. Adolescents can act according to their principles and judgments regarding a behavior.

Independence is crucial for adolescents during this period to help them develop a positive personal identity. Adolescents who lack independence tend to depend on others and find it challenging to take responsibility for themselves and their environment (Papalia et al., 2009). Adolescents who lack independence tend to have difficulty forming a positive personal identity. On the other hand, independent adolescents can manage themselves and account for their actions without relying on their parents (Steinberg, 2014). This circumstance allows adolescents to take the initiative and take responsibility for themselves, making them independent individuals and independent of parents or other parties and able to sort out.

Steinberg (2014) said that independence is a person's ability to think, feel, and make decisions independently according to their views, not just following the opinions or beliefs of others. Independent adolescents usually have practical problem-solving skills. Independent adolescents are characterized by emotional independence from others, especially parents, the ability to make their own decisions and take responsibility for those decisions, as well as having a clear set of principles regarding what is right and wrong, what is essential, and what is not essential (Steinberg, 2014).

On the other hand, adolescents with less independence will have difficulty solving the problems they face. This is supported by research by Erfiana (2009), which says that adolescents who have become independent can give meaning to their lives and overcome their problems. Of the 115 respondents, 60.87% were at a moderate level of independence, and 68.7% had moderate problem-solving skills. Furthermore, Erfiana (2009) stated that adolescents' failure to face problems is often caused by low independence.

This is strengthened by the results of a preliminary study of 10 people on March 25, 2024, at SMA X in Madiun. From the results of the interview, 7 of the adolescents with an age range of 17-19 indicated that they experienced a lack of independence in themselves.

Regarding emotional independence, adolescents often ask for help from their parents to solve all their problems. They feel unable to solve their problems independently, so they ask for help from parents, even in trivial matters. By the aspect of behavioral independence, these adolescents are unable to make their own choices or are not trusted by their parents to choose what they want; for example, when they are about to enter the world of college, adolescents are still guided by their parents when they are going to choose a study program or university to go to. When faced with various problems, lack of confidence still needs parents to help solve them. The last is the aspect of independence; some teenagers are still confused about choosing something good or bad; for example, they still like to join associations that they feel are cool without knowing the harmful effects that will occur, such as smoking, skipping, joining motorcycle *gangs*, and drinking liquor or alcohol.

The importance of independence for adolescents is reflected in the adolescent development task involving the search for identity (Papalia et al., 2009). Independence is the key for adolescents at this stage; adolescents can form a positive identity. With independence, adolescents depend on others and are trained to take responsibility for themselves and their environment. As a result, less independent adolescents may have difficulty developing a positive self-image or identifying with the true self of adolescents. Therefore, independence is essential for adolescents to find an identity, allowing them to complete developmental tasks based on environmental expectations positively.

Various factors affect an individual's ability to make decisions and act independently, including parenting methods applied by parents. According to Hurlock (2014), this parenting style from parents will be one of the factors that can influence children's independence. When parents help and meet children's needs too often, this can hinder children from learning to work independently and develop independence (Markum, 1985). Lestari's (2019) research shows a significant correlation between parenting styles and children's independence, with a percentage result of 11.335%; the results show that authoritative parenting approaches play a more significant role in developing children's independence.

According to Masrun (in Patriana, 2007), several factors affect independence, including parenting style, social interaction, gender, intelligence level, education level, birth order, and age. In this study, the main focus is on parenting. According to Djamarah (2014), parental parenting describes how parents educate their children in the family environment. Although with good intentions and a deep desire for the child's welfare, excessive worry and excessive intervention in actions are often referred to as *helicopter parent* behavior (Padilla-Walker, 2012). According to Mattanah (2016), the term appeared in the 1990s through the mass media. The term relates to a phenomenon in which parents feel excessive anxiety when separated from their child, resulting in excessive control over-exertion.

The increasingly terrible association in the current era makes parents overly worried about their children. According to the Central Statistics Agency of Madiun City, 29,611 teenagers aged 15-24 are at a high risk of bad associations in today's era. Reporting from Kompas.com of clashes between youths in Madiun City, which resulted in 6 people being injured and 11 teenagers becoming suspects, the Madiun City Police Chief stated that nine

suspects were not detained because they were minors with an age range of about 15-22 years. Then, in another case on the news uploaded by Jawa Pos Radar Madiun, the impact of promiscuity, there were ten teenagers aged 16-19 years who applied for marriage dispensation in Kartoharjo, Taman, and Manguharjo villages in the above cases, there can be *Helicopter Parenting* that parents do in order to take care of their children further.

*Helicopter Parenting* is defined by LeMoyne & Buchanan (2011) as parents who actively help children with tasks that the child cannot do independently and even help the child solve his problems. With this approach, parents always provide full support to solve children's problems without allowing children to hone their problem-solving and decision-making skills. Odenweller, Butterfield, and Weber (2014) said that helicopter parenting can be seen with excessive parental protection and involvement in children. This includes active participation in children's affairs, crucial decision-making for children, and even efforts to intervene in solving problems faced by children.

Further research is needed on the impact of *helicopter parenting* on the independence of late adolescents. Previous studies on *helicopter parenting* and its impact on children's independence, such as those conducted by Odenweller, Butterfield, & Weber (2014), say there is a correlation between helicopter parenting and interpersonal problems in individuals, such as a lack of effectiveness in problem-solving and an individual's dependence on others. Meanwhile, another study by Sunarty (2016) and Lestari (2019) revealed a positive and significant relationship between parenting styles parents apply because they can play an essential role in developing children's independence.

*Helicopter parenting* describes a parenting style in which parents are intensively involved in the child's life, including taking care of the child's affairs, making important decisions for the child, and even trying to overcome the obstacles faced by the child. Although the motives behind this parenting style are usually good, some theoretical perspectives, such as those revealed by Natalia (2021), indicate that *helicopter parenting* can be potentially detrimental, especially for individuals in the *emerging adulthood* period. Odenweller (2014) highlights five key aspects of *helicopter parenting*, including involvement in the child's personal goals, ongoing communication with the child, decision-making for the child, intervening in the child's personal affairs, and efforts to remove obstacles the child faces. The aspect of independence that parental parenting has an impact on independence, helicopter parenting has an impact on the formation of adolescent independence by forming the view that children cannot overcome their life challenges (Padilla-Walker & Nelson, 2012).

Given the high number of adolescents in Madiun City, according to the Central Statistics Agency of Madiun City, but there has been no research related to the relationship between *Helicopter Parenting* and independence in late adolescents in Madiun, Madiun City was chosen to be the location of the research object. The application of *helicopter parenting* can affect children's independent development level. Considering the background context, the problem formulation from this study is as follows: Is there a relationship between *helicopter parenting* and the level of independence of adolescents?

### Method

This study uses a quantitative research design, using scale as a data collection method. The scale used is a scale of the Likert model on *the variables of helicopter parenting* and independence. This study used 100 subjects based on several characteristics: being in Madiun, adolescents aged 17-22 years, and still having both parents.

The scale of measurement of the Likert model on *helicopter parenting* and independence variables has four answer options, namely, Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree with scores SS = 4, S = 3, TS = 2, and STS = 1. The data collection method uses *the helicopter parenting* scale and the Independence scale. The *helicopter parenting* scale used is HPI (*helicopter parenting instrument*), based on the theory developed by Odenweller, Butterfield, & Weber (2014), and the personality scale, with aspects proposed by Steinberg (2014). The data analysis method used in this study uses *Pearson correlation analysis* to determine the relationship between independent and bound variables.

### Results and Discussion

The statistical descriptive results of research data on *helicopter parenting* and independence variables are in the tables below.

#### Example of Table and Figures

**Table 1. Description of Research Data**

Scale	Hypothetical Data				Empirical Data			
	Min	Max	Mean	SD	Min	Max	Mean	SD
Independence	40	160	100	20	80	160	124.36	14.005
<i>Helicopter Parenting</i>	31	124	77,5	15,5	50	124	74.05	12.346

Ket : DS = Standard Deviation

From the research description data, the two research variables can be categorized through level categorization (ordinal). This level categorization is used to group respondents into several levels according to the size of the continuum to be measured (Azwar, 2016). The classification of respondents' answers from each variable can be seen as follows:

**Table 2. Categorization of Independence Scale (N=100)**

Formula	Value	Category	N	%
$X < (\mu - 1 \sigma)$	$X < 80$	Low	0	0%
$(\mu - 1 \sigma) \leq X < (\mu + 1 \sigma)$	$80 \leq X < 120$	Keep	42	42%
$(\mu + 1 \sigma) \leq X$	$120 \leq X$	Tall	58	58%
Total				

Caption N = Number of Subjects

$\mu$  = Rerata hypothetical

s = Hypothetical Deviation Standard

X = Subject score

Based on the independence score, the results show that the subjects in the low category are 0% (0 adolescents), the medium category is 42% (42 adolescents), and the high category is 58% (58 adolescents). So, it can be concluded that in this study, most adolescents have high independence.

**Table 3. Categorization of Independence Scale (N=100)**

Formula	Value	Category	N	%
$X < (\mu - 1 \sigma)$	$X < 62$	Low	11	11%
$(\mu - 1 \sigma) \leq X < (\mu + 1 \sigma)$	$62 \leq X < 93$	Keep	84	84%
$(\mu + 1 \sigma) \leq X$	$93 \leq X$	Tall	5	5%
Total				

Caption N = Number of Subjects

$\mu$  = Rerata hypothetical

s = Hypothetical Deviation Standard

X = Subject score

The results of *the helicopter parenting* score show that subjects in the low category are 11% (11 adolescents), the medium category is 84% (84 adolescents), and the high category is 5% (5 adolescents). So, it can be concluded that in this study, most adolescents have a moderate helicopter parenting style.

In this study, the data obtained showed that it was abnormally distributed. However, the researcher used the theory stated by Hadi (2015) that if the data or subject is more than 30 ( $N > 30$ ), then the data can be considered normally distributed. The hypothesis test was carried out using the Pearson correlation analysis technique to find out whether there was a correlation between *helicopter parenting* and independence. The correlation technique (*Pearson correlation*) is used to evaluate the relationship between two variables, namely independent variables and dependent variables. If the correlation results are significant, this indicates a relationship between the two variables. The guideline for the correlation test is that if the p-value  $< 0.050$ , there is a correlation between these variables. On the other hand, if the p-value  $> 0.050$ , then there is no correlation between these variables.

The correlation technique (*Pearson correlation*), according to Hadi (in Santoso 2022), is also used to measure how strong the relationship between two variables is, whether the relationship is weak, moderate, or firm. If the correlation coefficient value is close to +1.00, it indicates a positive relationship between the two variables. Conversely, if the value of the correlation coefficient is close to -1.00, this indicates a negative relationship between the two variables. A correlation coefficient of 0.00 indicates no relationship between the two variables.

From the results of *the product moment analysis (Pearson correlation)*, a correlation coefficient = 0.248 with  $p = 0.013$  ( $p < 0.050$ ), which means that there is a positive relationship between *helicopter parenting* and independence in late adolescence in Madiun so that the hypothesis proposed in this study is rejected. The rejection of the hypothesis in this study shows that the coefficient of determination ( $R^2$ ) obtained is 0.061. This shows that the *helicopter parenting* variable contributes 6.1% to the independence variable, and the remaining

93.9% is influenced by other factors that are not studied in the study conducted. More details of the hypothesis test results can be seen in the attachment.

### **Conclusion**

Based on the results of the research and discussion that has been carried out, it can be concluded that there is a positive and significant relationship between *helicopter parenting* and independence in late adolescents in Madiun. This positive correlation implies that the higher *the helicopter parenting*, the higher the independence in late adolescence. On the other hand, the lower *the helicopter parenting*, the lower the level of independence in late adolescence.

Based on the results of helicopter parenting categorization, 5% of the subjects were in the high category (5 subjects), 84% in the medium category (84 subjects), and 11% in the low category (11 subjects). From these results, it can be concluded that most subjects had parents who applied helicopter parenting moderately. Meanwhile, based on the categorization of independence variables, 58% of the subjects were in the high category (58 subjects), 42% were in the medium category (42 subjects), and none of the subjects were in the low category (0 subjects). From these results, it can be concluded that most subjects have a high level of independence.

Where the hypothesis of a negative relationship between *helicopter parenting* and independence in late adolescence is rejected, the *helicopter parenting* variable only contributed 6.1% to independence. In comparison, 93.9% were influenced by other factors researchers did not research.

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