



The Relationship Between Parental Social Restriction and Adolescent Social Development at SMPN 2 Cisitu

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Abstract

This study aimed to examine the relationship between parental social restriction and adolescent social development at SMPN 2 Cisitu. The study employed a quantitative correlational design supported by interview data to strengthen the interpretation of statistical findings. The participants consisted of 30 junior high school students from grades VII, VIII, and IX, along with three homeroom teachers and three parents as supporting informants. Data were collected using questionnaires and semi-structured interviews. Statistical analysis included descriptive statistics, normality testing, Spearman correlation, and simple linear regression. The findings showed that parental social restriction had a positive but non-significant relationship with adolescent social development. The Spearman correlation coefficient indicated a low positive relationship that was not statistically significant. Interview findings revealed that parents generally implemented social restrictions through supervision of peer relationships, playtime regulation, and guidance in selecting friends. Teachers and parents perceived these restrictions as beneficial for monitoring adolescents' social behavior; however, excessive restriction was also considered capable of reducing adolescents' confidence and social independence. The study highlights that balanced parental supervision combined with communication and emotional support may contribute more effectively to adolescents' social adjustment and interaction.

Keywords: parental social restriction; adolescent social development; parental supervision; adolescence; social interaction

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A. Introduction

Adolescence is a transitional stage from childhood to adulthood characterized by rapid physical, cognitive, emotional, and social development. According to the World Health Organization, adolescence occurs between the ages of 10 and 19 and is marked by significant psychosocial changes that influence how individuals think, behave, and interact socially (Arna et al., 2024). During this period, adolescents begin to expand relationships beyond the family environment and establish stronger interactions with peers. Consequently, social development becomes an important aspect of adolescents' lives because it affects their ability to communicate, cooperate, and adapt within their social environment (Sulhan et al., 2024).

In the school context, adolescent social development can be observed through students' participation in classroom discussions, cooperation during group activities, communication with teachers and peers, and their ability to resolve interpersonal conflicts. Adolescents with positive social development generally demonstrate better self-confidence, empathy, and social adjustment, whereas poor social development may lead to withdrawal, passivity, and limited peer interaction (Fauzi et al., 2024). Peer groups also play an important role as agents of socialization because adolescents spend substantial time interacting with classmates and friends both inside and outside the classroom (Abbas et al., 2024).

Family environment, particularly parenting practices, has an important influence on adolescent social behavior. One parenting practice

frequently applied by parents is parental social restriction, which refers to parental supervision and regulation of adolescents' social activities and peer relationships. In this study, parental social restriction is defined as parents' efforts to establish reasonable boundaries regarding adolescents' social interaction, including supervision of friendships, regulation of playtime, monitoring of social media use, and guidance in selecting peer groups. This concept is closely related to parental monitoring and restrictive mediation discussed in previous parenting studies.

Parental social restriction may produce both positive and negative effects on adolescents' social development. Balanced supervision can help adolescents avoid risky social behavior, develop discipline, and build social responsibility. However, excessive restriction may reduce adolescents' autonomy, self-confidence, and opportunities to develop social competence through peer interaction. Social support and parental involvement are also considered important factors influencing adolescents' self-esteem and social adjustment (Lengkana et al., 2020). Therefore, parental social restriction should not merely function as control, but also as guidance that allows adolescents to continue developing healthy social relationships.

Preliminary observations at SMPN 2 Csitu indicated that students' social development varied considerably. Some students demonstrated good communication and cooperation skills, while others appeared passive, less confident, and hesitant during social interaction. Interviews with teachers and parents revealed that

many parents implemented social restrictions because of concerns regarding risky peer relationships, excessive social media exposure, and inappropriate social environments. These findings indicate that parental social restriction and adolescent social development are relevant issues that deserve further investigation in the context of junior high school students.

Previous studies have widely examined parenting styles, parental support, peer interaction, and adolescents' social skills. However, limited studies specifically investigate parental social restriction as a distinct form of parental supervision in relation to adolescents' social development in both classroom and out-of-classroom contexts. Therefore, this study aims to examine the relationship between parental social restriction and adolescent social development at SMPN 2 Cicitu. The findings are expected to provide a better understanding of the importance of balanced parental supervision combined with communication and emotional support in supporting adolescents' social adjustment and interaction.

B. Methods

This study employed a quantitative correlational design supported by qualitative interview data. The quantitative approach was used as the primary method to examine the relationship between parental social restriction and adolescent social development, while interviews were conducted to strengthen the interpretation of the statistical findings. Therefore, the qualitative data functioned only as supporting evidence rather than as an independent qualitative research

approach.

The study was conducted at SMPN 2 Cicitu. The population consisted of students from grades VII, VIII, and IX. The research sample involved 30 students, consisting of 10 students from each grade level. In addition, three homeroom teachers and three parents participated as interview informants. The participants were selected using purposive sampling based on students' willingness to participate, parental permission, and the relevance of participants to the research objectives. Although the sample size was relatively limited, it was considered sufficient for preliminary correlational analysis and exploratory investigation of adolescent social development in the school context.

Data were collected using questionnaires and semi-structured interviews. The parental social restriction questionnaire measured parental supervision, peer monitoring, playtime regulation, and social boundaries. Meanwhile, the adolescent social development questionnaire measured communication skills, cooperation, self-confidence, peer interaction, and social participation. Both questionnaires used Likert-scale response formats. Interviews with teachers and parents were conducted to obtain additional information regarding students' social behavior, forms of parental supervision, and perceived impacts of social restriction on adolescents' social interaction.

Prior to data collection, the researchers obtained permission from the school administration and informed consent from parents and participants. The confidentiality and anonymity of respondents were

maintained throughout the research process to ensure ethical research procedures involving adolescent participants.

The questionnaire instruments were first tested for validity and reliability using SPSS. Several items in the parental social restriction instrument showed low validity and reliability values; therefore, only valid items were retained for further analysis. This limitation indicates that the measurement of parental social restriction in this study should be interpreted cautiously and requires further refinement in future research.

Data analysis was conducted using descriptive statistics, validity testing, reliability testing, normality testing, linearity testing, Spearman correlation analysis, and simple linear regression. Because the data distribution was not fully normal, Spearman correlation was prioritized as the primary statistical analysis.

Table 1. Validity Test Summary

Variable	Valid Items	Invalid Items	Description
X	X5, X6	X1, X2, X3, X4, X7, X8, X9	2 valid items
Y	Y1, Y4, Y6, Y8, Y11, Y14, Y18, Y19, Y25, Y28	Other Y items	10 valid items

Source: Data Processing Results (2026)

The validity test indicated that only two items in the parental social restriction instrument met the validity criteria, whereas several other items showed low corrected item-total correlation values. In contrast, the adolescent social development instrument

Regression analysis was used only to observe the tendency of the relationship between variables. Interview data were analyzed thematically by identifying recurring patterns related to parental supervision, adolescent interaction, and social independence.

C. Results and Discussion

Result

The research findings are presented through instrument testing, descriptive statistics, assumption testing, correlation analysis, regression analysis, and interview findings. Questionnaire data were obtained from 30 junior high school students at SMPN 2 Cicitu. Because several instrument indicators showed limited validity and reliability, the statistical findings in this study should be interpreted cautiously.

demonstrated a greater number of valid items. These findings suggest that the parental social restriction instrument still requires improvement, particularly regarding item clarity, indicator consistency, and construct representation.

Table 2. Reliability Test

Variable	Cronbach's Alpha	Decision
X	0.421	Not Reliable
Y	0.766	Reliable

Source: Data Processing Results (2026)

The reliability analysis showed that the parental social restriction instrument obtained a Cronbach's

Alpha value below the acceptable threshold, indicating limited internal consistency. Meanwhile, the

adolescent social development instrument demonstrated acceptable reliability. Although the reliability coefficient improved after retaining only valid items, the parental social restriction variable still contained

only a small number of valid indicators. Therefore, the measurement of this variable remains limited and should be interpreted carefully.

Table 3. Descriptive Statistics

Variable	N	Min.	Max.	Mean	Std. Dev.
X Total	30	16	30	24.93	3.22
Y Total	30	57	80	65.67	7.10

Source: Data Processing Results (2026)

The descriptive analysis showed that the average score of parental social restriction was relatively high, indicating that most parents implemented supervision and social regulation toward their children. Similarly, adolescent social development scores indicated that

most students demonstrated moderate to good social interaction abilities in school settings. The relatively small standard deviation values suggested that participant responses were not widely dispersed from the mean scores.

Table 4. Assumption Testing

Test	Result	Sig.	Decision
Shapiro-Wilk X Total	0.920	0.027	Not Normal
Shapiro-Wilk Y Total	0.925	0.037	Not Normal
Residual Normality	0.945	0.125	Normal
Deviation from Linearity	–	0.733	Linear
Gletser	–	0.700	No Heteroscedasticity

Source: Data Processing Results (2026)

The normality test showed that both main variables were not normally distributed because the significance values were below 0.05. Therefore, Spearman correlation analysis was considered more appropriate than Pearson correlation

for the primary analysis. Nevertheless, additional regression assumption testing indicated that the residual distribution remained acceptable, the relationship between variables was linear, and no heteroscedasticity symptoms were identified in the regression model.

Table 5. Correlation Test

Correlation Test	Coefficient	Sig.	Decision
Pearson	0.224	0.234	Not Significant
Spearman	0.201	0.287	Not Significant

Source: Data Processing Results (2026)

The correlation analysis demonstrated a positive but non-significant relationship between parental social restriction and adolescent social development. Because the data distribution was not fully normal, the Spearman correlation coefficient was

prioritized as the primary statistical result. The coefficient value indicated a weak positive relationship, meaning that higher parental supervision tended to be associated with better adolescent social development; however, the relationship was statistically weak

and not significant.

These findings indicate that parental social restriction alone may not strongly determine adolescents' social development. Adolescents' social interaction abilities are likely

influenced by multiple factors, including peer relationships, school climate, emotional support, personality characteristics, and digital socialization experiences.

Table 6. Simple Linear Regression

Component	Result
Regression Equation	$Y = 53.333 + 0.495X$
R	0.224
R Square	0.050
F	1.479
Sig. ANOVA	0.234
t X	1.216
Sig. X	0.234

Source: Data Processing Results (2026)

The simple linear regression analysis showed that parental social restriction contributed only a small proportion to adolescent social development. The coefficient of determination indicated that most variation in adolescents' social development was explained by factors outside this study. Therefore, parental social restriction cannot be considered the primary predictor of adolescents' social interaction and adjustment abilities in this context.

Although the regression coefficient showed a positive direction, the effect was not statistically significant. This finding reinforces the interpretation that balanced parenting practices involving communication, emotional support, and guidance may be more influential than restrictive supervision alone.

Interview findings provided additional insight into adolescents' social development in the school environment. Teachers explained that students' social abilities could be observed through classroom participation, cooperation during group work, communication skills, and confidence in expressing

opinions. Several students were considered socially active and cooperative, whereas others appeared passive, dependent on peers, or hesitant during interaction.

Teachers also reported that parental supervision influenced how students selected friends and adapted to the school environment. Students who received balanced parental guidance were generally viewed as more capable of distinguishing positive peer relationships from negative social influences. However, excessive restriction was sometimes associated with lower confidence and reduced social independence during classroom interaction.

Parents explained that social restrictions were mainly implemented because of concerns regarding risky peer relationships, smoking behavior, social media influence, and unsupervised activities outside the home. Common forms of restriction included limiting playtime, supervising friendships, and regulating social activities at night. Parents generally believed that such supervision helped adolescents avoid negative behavior and develop better discipline.

Overall, the interview findings support the interpretation that parental social restriction may function positively when accompanied by communication, trust, and emotional support. Conversely, restrictions applied too rigidly may reduce adolescents' confidence and opportunities to develop social competence independently.

Discussion

The findings of this study indicate that parental social restriction had a positive but non-significant relationship with adolescent social development at SMPN 2 Cistitu. Although the statistical analysis showed a positive relationship direction, the correlation strength was relatively weak and did not reach statistical significance. This finding suggests that parental social restriction alone may not be a dominant factor influencing adolescents' social development. Instead, adolescent social interaction and adjustment are likely shaped by multiple social, emotional, and environmental factors.

From a psychosocial development perspective, adolescence is a developmental stage in which individuals gradually seek autonomy, independence, and social identity. According to Erikson's psychosocial theory, adolescents need opportunities to interact with peers, explore social roles, and develop confidence through direct social experiences. Therefore, excessive parental restriction may unintentionally reduce adolescents' opportunities to develop communication skills, social confidence, and independent decision-making abilities.

Conversely, balanced supervision may help adolescents remain socially responsible while still allowing healthy social exploration (Sulhan et al., 2024).

The non-significant findings may also reflect the increasingly strong influence of peer groups during adolescence. Previous studies have shown that peer relationships often become more influential than parental control in shaping adolescents' behavior and social adjustment. Peer groups function as important agents of socialization because adolescents spend substantial time interacting with classmates and friends in both academic and non-academic situations (Abbas et al., 2024). In the current digital era, adolescents' social development is additionally influenced by social media interaction, online communication, and broader social exposure outside direct parental supervision. As a result, parental social restriction may have limited influence if it is not accompanied by emotional support, communication, and mutual trust between parents and adolescents.

The interview findings support this interpretation. Teachers explained that students who received balanced parental guidance generally demonstrated better discipline and awareness in selecting friendships. However, several students who experienced stronger restrictions tended to appear less confident during classroom discussions and group interaction. These findings indicate that restrictive parenting practices may produce different psychological effects depending on how adolescents perceive parental supervision. Adolescents who perceive restrictions as supportive

guidance may respond positively, whereas adolescents who perceive restrictions as excessive control may become less socially confident or more dependent on parents.

The findings are also consistent with social learning theory, which emphasizes that adolescents develop social behavior through interaction, observation, and social experience. Adolescents require opportunities to practice cooperation, communication, empathy, and conflict resolution in real social situations. Consequently, parental supervision should ideally function as guidance rather than excessive control. Restrictions implemented through open communication and emotional support may help adolescents internalize social values more effectively than rigid prohibitions. Previous studies have also shown that parental social support contributes positively to adolescents' self-esteem and social adjustment (Lengkana et al., 2020).

Although the statistical relationship in this study was not significant, the findings remain scientifically meaningful. Non-significant results indicate that adolescent social development is a complex phenomenon that cannot be explained solely by parental social restriction. Emotional support, parenting warmth, peer acceptance, school climate, personality characteristics, and digital socialization may contribute more substantially to adolescents' social adjustment and interaction abilities. This finding differs from previous studies that reported significant relationships between parenting styles and adolescent social development (Utami & Fitriyani, 2019; Parulian et al., 2019). One

possible explanation for these differences is the relatively small sample size and the limited reliability of the parental social restriction instrument used in the present study.

Several limitations should also be acknowledged. First, the sample size was relatively small, limiting the statistical power of the analysis. Second, the parental social restriction instrument demonstrated low reliability, indicating that the construct was not fully measured consistently. Third, the study used interview findings only as supporting qualitative data rather than as a comprehensive mixed-methods analysis. Therefore, future research is recommended to involve larger samples, develop more reliable instruments, and distinguish between protective parental supervision and controlling parental restriction in adolescent parenting practices.

D. Conclusion

This study concludes that parental social restriction showed a positive but non-significant relationship with adolescent social development at SMPN 2 Cicitu. Although parental supervision tended to contribute positively to adolescents' social behavior, the statistical relationship was weak, indicating that adolescent social development is influenced by various other factors beyond parental restriction alone. These factors may include peer relationships, emotional support, school environment, personality characteristics, and digital social interaction.

The interview findings demonstrated that parents and teachers still considered parental supervision important in guiding adolescents' friendship patterns,

social behavior, and daily interaction. However, the findings also suggest that parental restriction should be implemented in a balanced and communicative manner. Excessive restriction may reduce adolescents' confidence and opportunities to develop social independence, whereas supervision accompanied by communication, trust, and emotional support may help adolescents build healthier social adjustment and interaction skills.

This study has several limitations, particularly the relatively small sample size and the limited reliability of the parental social restriction instrument. Therefore, future studies are recommended to involve larger samples, improve the quality of measurement instruments, and further examine the differences between protective parental supervision and controlling parenting practices in adolescent social development.

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F. Conflict of Interest

No conflict of interest.

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