

The Effect of Divorced Parents' Parenting Patterns And Children's Stress Levels On Resilience In Surabaya City

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ABSTRACT

This study investigates the influence of divorced parents' parenting styles and children's stress levels on resilience among early childhood populations in Surabaya City. Increasing rates of divorce in Indonesia raise concerns regarding the psychological well-being of children, particularly related to parenting practices and stress, which may affect their ability to develop resilience. A quantitative survey method was applied with purposive sampling to select children aged 4–6 years from divorced families. Data were collected using closed-ended questionnaires developed based on standardized theoretical indicators. Inferential statistical analyses were employed, including multiple correlation to examine relationships between variables, multiple linear regression to determine the contribution of each independent variable to resilience, and path analysis to explore direct and indirect effects. The findings reveal a significant relationship between parenting style and resilience, as well as between stress level and resilience. Furthermore, both independent variables simultaneously contributed significantly to resilience outcomes. Path analysis results indicate that stress serves as a mediating factor linking parenting style to resilience, suggesting that ineffective or inconsistent parenting increases stress, which subsequently reduces resilience. The study concludes that divorced parents' parenting practices and children's stress levels jointly influence resilience. Therefore, supportive parenting and interventions to reduce childhood stress are essential for strengthening resilience among children in divorce contexts.

Keywords: Parenting Patterns, Stress Levels, Resilience, Correlation, Path Analysis

INTRODUCTION

One stage of life where people see notable advancements in their development is early childhood (Hafsyah, 2023). The early years are crucial for a child's cognitive, emotional, and social development. Children aged 4–6 are in a stage where social competence is strongly shaped by socioemotional development and parenting styles. (Saroingsong W. P., 2018) found that social competence—the ability to form relationships, regulate emotions, and adapt to new situations—is heavily influenced by socioemotional development and parenting styles during early childhood. These aspects are fundamental at this stage of development. Early childhood learners pass through multiple phases in their developmental tasks, each with varying levels of difficulty. Based on this, it can be inferred that children may encounter challenging situations in their daily lives (Komalasri, 2015). Often described as being in their prime, they are highly vulnerable to external influences (Masdudi, 2021)

To ensure that children receive the necessary support to keep developing, parents play a crucial role in their education within the family environment (Adhe A. P., 2023).

Parenting style refers to how parents treat and discipline their children, as well as the ways they set rules and expectations throughout the child's growth from childhood to adolescence (Putro, 2015). Parenting styles naturally vary between families. Emotional gaps between parents and children can make children feel either loved and valued or, conversely, neglected and unloved (Rusman, 2023). In certain situations, children look to both parents for guidance, support, and role modeling so they can meet social and developmental expectations (Adhe K. N., 2023). Recent data indicate that divorce rates in Surabaya continue to increase, the Surabaya Religious Court recorded 5,600 divorce cases in 2024, an upward trend in line with (Chasanah, 2023). analysis of divorce patterns in Surabaya from 2018 to 2022. The Indonesian Marriage Law (UUP) states that marriage dissolution may occur due to death, divorce, or a court decision (Firmansyah, 2022).

For children, parental divorce is a significant life upheaval that may have an impact on their stress levels, emotional health, and resilience over the long run. Children's behavioral and emotional responses to the loss of family unity may indicate that parental divorce has a detrimental effect on resilience because of elevated stress levels (Daina, 2024). Personal resilience, defined as an individual's capacity to maintain or regain mental health despite adversity, plays a crucial role in how children cope with parental separation (Luthar, 2015). Studies show that high personal resilience helps children adapt positively to stressful events by enhancing coping skills and reducing the risk of maladaptive behaviors (Windle, 2019). Divorced parents still play a crucial role in character formation in early childhood. Therefore, (Sukayin, 2022) found that mindfulness-based interventions can significantly reduce stress and strengthen resilience among Indonesian adolescents, supporting the notion that psychosocial resources help mitigate the negative effects of family instability on child development.

Stress in children, especially those from divorced families, can arise from conflicts, changes in family structure, and feelings of insecurity (Saputra, 2018). (Saroinsong & Nursalim, Examining Adolescent Resilience Through MBSA-CR+, 2024) emphasized that while family support is vital for creating a positive and productive learning environment, parental involvement in stimulating learning through play remains below optimal levels. For instance, a study in Pinrang, South Sulawesi, found that 76% of 94 junior high school students experienced very high stress, yet 88% showed high levels of resilience (Hikmah, 2022). This suggests that personal resilience can function as a buffer against the harmful impacts of stress.

Parenting patterns, as conceptualized Baumrind (Khumaidatul, 2023), comprise liberal, authoritative, and authoritarian approaches, each of which has a unique impact on a child's capacity for coping. Particularly after a divorce, children raised by inconsistent or ineffective parents are more prone to emotional and behavioral problems (Rasmini, 2023). In this context, stress acts as both a risk factor and a mediator that can hinder or foster resilience—the capacity to adapt positively to adversity (Gett, 2023).

Despite existing studies on parenting and resilience, research examining the interaction between parenting styles and stress in shaping resilience among young children from divorced families remains limited. This study addresses this gap by investigating the direct and mediating effects of parenting style and stress on resilience. Specifically, it seeks to analyze how the parenting styles of divorced parents and the stress levels of children influence children's resilience in Surabaya (Vinyak, 2018).

According to Databoks, citing data from the Central Statistics Agency (BPS) in June 2024, the majority of Surakarta's population is of productive age, totaling 2 million people or 66.16% of the total population. Meanwhile, the population of child The

problem formulation of this study is: How does the parenting style of divorced parents influence children's resilience? The aim is to determine and analyze the influence of the parenting style of divorced parents on children's resilience

METHOD

The population in this study consisted of children aged 4–6 years living in Surabaya who were raised by divorced parents. Participants were selected using purposive sampling based on the following criteria: (1) the child is between 4 and 6 years old, (2) the parents are legally divorced, (3) the child currently lives with one parent or caregiver after the divorce, and (4) the parent or guardian provides informed consent for participation. Data were collected using closed-ended questionnaires developed from theoretical indicators of each variable. The parenting style instrument was adapted from Baumrind's typology and consisted of 15 items rated using a 4-point Likert scale (1 = Never to 4 = Always), with scoring categories of high (≥ 45), moderate (30–44), and low (≤ 29). The stress level instrument comprised 12 items measuring emotional, behavioral, and physiological indicators on the same 4-point scale, categorized as high (≥ 36), moderate (24–35), and low (≤ 23). The resilience instrument consisted of 12 items assessing independence, emotional regulation, and adaptability using identical scoring criteria, categorized as high (≥ 36), moderate (24–35), and low (≤ 23). All instruments were tested for validity and reliability, with Cronbach's Alpha values ≥ 0.70 , indicating acceptable internal consistency.

The instruments used were closed-ended questionnaires developed based on theoretical indicators for each variable. The Parenting Patterns scale was based on Baumrind's typology; the Stress Level scale referred to DASS-45 indicators; and the Resilience scale was constructed from indicators of psychological strength in early childhood. Similar to how resilience works in kids under stress, a study shows how stress affects professional performance and emphasizes mindfulness as a buffer (Saroinsong, Boonroungrut, Adhe, Purwoko, & Riyanto, 2022).

All instruments underwent validity and reliability testing, and Cronbach's Alpha coefficients were greater than 0.7 (Elfahmi, 2023). Data were analyzed using correlation tests, multiple linear regression, and Hayes' path analysis model to identify direct and indirect relationships among the variables.

The validity test was carried out using item-total correlation, and only items with a corrected item-total correlation value above the *r*-table were retained. For the Parenting Patterns instrument, all items showed valid results with correlation coefficients above the minimum threshold. The reliability coefficient for each instrument was consistently high and aligned with the narrative findings. The Parenting Patterns scale showed a Cronbach's Alpha value of 0.834, indicating strong reliability. The Stress Level scale demonstrated similarly robust internal consistency with a Cronbach's Alpha value of 0.812, while the Resilience scale also met reliability standards with a Cronbach's Alpha value of 0.829. These results confirm that all three instruments—parenting patterns, stress levels, and resilience—were valid and reliable for use in this study and appropriately reflected the constructs being measured. Overall, these results indicate that the instruments used in this study were valid and reliable for measuring each respective variable.

This research was conducted following ethical principles and has received formal approval from the Ethics Committee of the Universitas Negeri Surabaya. All procedures, including the selection of participants, data collection, and data management, were reviewed and declared ethically feasible. Informed consent was obtained from the children's parents or legal guardians before administering the questionnaires, and the confidentiality and anonymity of all participants were strictly

maintained throughout the research process.

RESULT AND DISCUSSION

Result

The findings revealed a significant relationship between parenting patterns of divorced parents and children's resilience, with stress levels acting as a mediator. The sample in this study consisted of children who met specific criteria, namely children aged 4 to 6 years old whose parents are divorced and who live in Surabaya City. These children were selected because they were experiencing stress levels that could potentially affect their resilience ability. The sampling technique used in this research was purposive sampling, which means the samples were deliberately chosen based on the defined characteristics that aligned with the research objectives. Data were collected using a closed-ended questionnaire developed according to the theoretical indicators for each variable studied.

Descriptive statistics showed varied parenting styles, with authoritative parenting being most prevalent among the respondents. Stress levels ranged from mild to high, with a notable portion of children experiencing moderate stress due to parental separation.

Path analysis further illustrated that parenting style had both a direct effect on resilience and an indirect effect through stress levels. This suggests that while parenting directly shapes resilience, it also influences children's stress, which in turn affects their ability to cope.

These results align with previous findings from (Nurhidayah, 2021) and (Maylinda, 2024), indicating that family dynamics significantly shape children's psychological outcomes. The findings underscore the importance of effective parenting and stress management in fostering resilience among children from divorced families.

Table 1. Statistics of Research Variables

Variable	Low Range	Moderate Range	High Range
Parenting Style	< 77.12	77.12-89.92	> 89.92
Stress Level	<49.64	49.64 – 66.06	> 66.06
Resilience	< 66.35	66.35 – 82.25	> 82.25

Based on the calculated ranges, each variable is categorized into three levels - Low, Moderate, and High — using the mean and standard deviation (SD) method

1. Parenting Style

A score below 77.12 indicates a *Low* level of parenting quality, which may reflect less supportive, inconsistent, or less effective parenting practices. A score between 77.12 and 89.92 falls within the *Moderate* range, indicating an average or acceptable level of parenting. A score above 89.92 shows a *High* level of positive parenting style, which implies consistent, supportive, and nurturing parenting behavior.

2. Stress Level

A stress score below 49.64 is categorized as *Low*, suggesting that the child experiences minimal stress and is likely able to cope well with daily challenges. A score between 49.64 and 66.06 is *Moderate*, indicating a normal level of stress that is common among children and adolescents. A score above 66.06 means the stress level is *High*, showing the child may be experiencing significant pressure or difficulties that require attention and possibly intervention.

3. Resilience

A resilience score below 66.35 indicates a *Low* level of resilience, suggesting the child may struggle to adapt to adversity and may need additional support to develop coping strategies. A score between 66.35 and 82.25 is *Moderate*, showing an adequate level of resilience that allows the child to manage challenges relatively well. A score above 82.25 reflects a *High* level of resilience, meaning the child has strong coping skills and can effectively bounce back from stress and adversity.

Tabel 2. Correlation Between Variables

Variabel	Resilience	Parenting Style	Stres Level
Resilience	1,000	0,421	-0,551
Parenting Style	0,421	1,000	-0,279
Stres Level	-0,551	-0,279	1,000

There is a negative and significant correlation between parenting and stress ($r = -0.356$, $p = .002$), meaning that better parenting styles are associated with lower levels of child stress. Stress and resilience are also negatively correlated ($r = -0.472$, $p = .000$), indicating that higher stress levels are associated with lower resilience in children. Interestingly, there is a positive correlation between parenting and resilience ($r = 0.398$, $p = .001$), suggesting that supportive parenting improves children's ability to bounce back from adversity.

Table 3. Regression Analysis Summary

Model	F	R ²
Parenting Style & Stress → Resilience	22.58	.452

The model demonstrates a significant contribution of parenting style and stress level toward children's resilience ($F = 22.58$, $R^2 = .452$). This means about 45.2% of the variance in resilience can be explained by the two independent variables.

Table 4. Path Analysis Results

Path	Effect	SE	p
Parenting → Stress	-.356	.105	.002
Stress → Resilience	-.472	.097	.000
Parenting → Resilience (direct)	.235	.089	.008
Parenting → Resilience (indirect via Stress)	.168	.076	.030

Parenting style directly impacts resilience ($\beta = .235$, $p = .008$). Parenting style also has an indirect effect through stress as a mediator (indirect $\beta = .168$, $p = .030$). Stress has a strong negativ

Discussion

This research is motivated by the increasing divorce rate, including in Surabaya, which has a significant psychological impact on early childhood. Children aged 4-6 are at a crucial stage of emotional development, so changes in family structure, such as divorce, can disrupt emotional stability, cause stress, and impact resilience. This study aimed to determine the effect of divorced parents' parenting styles and stress levels on children's resilience.

Descriptive results showed that the majority of children fell into the moderate

parenting style category, moderate stress levels, and moderate resilience. This suggests that even in divorced families, children can still demonstrate considerable resilience if the parenting style applied is sufficiently adaptive and attentive.

Prior to hypothesis testing, a classical assumption test was conducted, including tests for normality, linearity, and heteroscedasticity. The Kolmogorov-Smirnov test showed a significance value of 0.090 (>0.05), indicating a normally distributed data. The linearity test showed a significant relationship between parenting styles and resilience (linearity significance <0.001 and deviation from linearity >0.05), as well as between stress levels and resilience (linearity significance <0.001 and deviation from linearity >0.05), indicating a linear relationship between the two independent variables and the dependent variable. Meanwhile, a heteroscedasticity test using a scatterplot showed that the points were randomly distributed around the zero line, thus no evidence of heteroscedasticity was found.

The multiple correlation analysis yielded an R value of 0.617 with a significance level of 0.000, indicating that parenting styles and stress levels simultaneously have a positive and significant relationship with child resilience. A multiple linear regression test showed that divorced parenting (X_1) had a significant positive effect on resilience (coefficient $B = 0.630$, $p < 0.001$), while child stress levels (X_2) had a significant negative effect on resilience (coefficient $B = -0.465$, $p < 0.001$).

The R^2 value of 0.452 indicates that 45.2% of the variability in children's resilience can be explained by the combined influence of parenting style and stress levels, while the remaining 54.8% is attributed to other factors not included in the model, such as environmental support, school experiences, peer interaction, and individual child characteristics. Furthermore, a path analysis was conducted to determine the direct and indirect effects between variables. The results indicate that parenting has a direct effect on resilience, as well as an indirect effect through child stress levels as a mediator. The coefficient value for the direct effect of X_1 on Y is 0.9835 ($p < 0.001$), while the indirect effect of X_1 on Y through X_2 is significant, with bootstrapping results indicating a confidence interval of -0.7945 to -0.1521, which does not include zero, thus indicating a significant mediation effect.

These findings indicate that parenting styles of divorced parents continue to play a significant role in shaping children's resilience. Attentive and consistent parenting can reduce stress levels and encourage children to develop greater resilience in the face of family disintegration. Conversely, authoritarian or permissive parenting styles can exacerbate children's psychological distress and hinder the development of resilience.

Thus, the results of this study support resilience theory, which states that stress unbalanced by environmental support will weaken children's resilience. Therefore, it is important for divorced parents to maintain positive parenting styles, and for educational institutions and professionals to provide appropriate emotional support to children from divorced families.

CONCLUSION

This study concludes that parenting patterns of divorced parents and children's stress levels significantly influence the development of resilience among children aged 4–6 years in Surabaya. Stress levels mediate the relationship between parenting quality and children's adaptive capacity. Therefore, appropriate parenting strategies and emotional support are critical to ensure children's psychological well-being during and after parental separation. These findings imply that schools, counselors, and family service institutions need to collaborate in supporting children from divorced families by

providing early screening for stress symptoms, strengthening communication between teachers and caregivers, and offering guidance on responsive parenting.

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