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Indonesian Scale F-PoPa and M-PoPa: Adolescent Perception of Positive Father and Mother Parenting in Indonesia

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Abstract: This study aims to develop a measuring instrument that can measure how adolescents perceive parental parenting styles in a positive dimension, called positive parenting (PoPa). Data were collected using a survey and online application methods. This study involved (N = 536) high school students aged between 16 and 18 years in Bandung Regency, West Java, Indonesia. The participants were 41.6% male and 58.4% female from senior high schools in Bandung regency, West Java province, Indonesia. Initially, the perceived PoPa measurement tool measures adolescents' perceptions of positive parenting for both parents. Test development is divided into perceptions of positive parenting for fathers and mothers. The data were validated using confirmatory factor analysis (CFA) and Cronbach's alpha. The results showed that adolescents' perceptions of father and mother parenting differed in terms of behavior. The PoPa is represented by four dimensions: acceptance, supervision, auto granting and limit setting. Construct validity was determined by CFA using Lisrel 8.8. Based on data from 536 participants, both the Perceived Positive Parenting Father and the Perceived Positive Parenting Mother had high internal consistency for all 20 items, as demonstrated by Cronbach's Alpha coefficient of 0.88 for the PoPa Father and Cronbach's Alpha coefficient of 0.92 for the PoPa Mother. The Indonesian version of the Perceived Positive Parenting for Father and Mother showed quite good internal consistency using Cronbach Alpha. The factorial validity was proven to be acceptable for measuring high school students in Indonesia. The PoPa Father and Mother are proven to be valid and reliable tools that can be used among adolescents to assess perceived positive parenting.

Keywords: positive parenting, adolescents, validation, reliability, test development.

印度尼西亚量表 F-PoPa 和 M-PoPa : 印度尼西亚青少年对积极父母养育的看法

摘要: 本研究旨在开发一种测量工具,可以测量青少年如何从积极的维度看待父母的风格,称为积极养育(波帕)。使用调查和在线应用方法收集数据。这项研究涉及印度尼西亚西瓜哇万隆县(氮=536) 16至18岁的高中生。参与者中,男性占41.6%,女性占58.4%,来自印度尼西亚西瓜哇省万隆县的高中。最初,感知波帕测量工具测量青少年对父母双方积极养育的看法。测试开发分为父亲和母亲对积极养育子女的看法。使用验证性因子分析(特许金融分析师)和克朗巴赫阿尔法验证数据。结果显示,青少年对父亲和母亲养育方式的看法在行为上存在差异。波帕由四个维度表示:接受、监督、自动授予和限制设置。构建有效性由特许金融分析师使用利弗雷尔 8.8 确定。根据 536 名参与者的数据,感知积极养育父亲和感知

积极养育母亲在所有 20 个项目中都具有较高的内部一致性，波帕父亲的克朗巴赫阿尔法系数为 0.88，波帕母亲的克朗巴赫阿尔法系数为 0.92。印度尼西亚版本的《父亲和母亲的积极养育感知》使用克朗巴赫阿尔法显示出相当好的内部一致性。事实证明，因子效度对于衡量印度尼西亚的高中生来说是可以接受的。波帕父亲和母亲被证明是有效且可靠的工具，可用于青少年评估积极养育的感知。

关键词：积极养育、青少年、验证、可靠性、测试开发。

1. Introduction

This study focuses on positive parenting. Some definitions of the terms used are parent, family, parenting, and positive parenting. A parent was the actual progenitor of a child, in common terms the mother or the father, or sometimes a stepfather, or stepmother. Also, in extended use, a woman or man who takes on parental responsibility toward a child, e.g., stepmother or adoptive father [1]. A family is presented as a static institution with a defined purpose, the raising of child [2]. Parenting refers to the rearing of a child or children, in particular the care, love, and guidance given by a parent. It consists of the methods, techniques, and other activities that refer to the rearing of a child or other activities that are used or required in the rearing of children. Parenting is a process of raising and educating a child from birth until adulthood, which is carried out in a child's family by the mother and father or biological parents [3].

Positive parenting (PoPa) is an umbrella term that describes autonomous-accepting parenting or authoritative parenting, subsuming parental involvement/acceptance, strictness/supervision, limit setting, and autonomy granting [4].

In this study, positive parenting (PoPa) refers to the model developed in [4]. PoPa is the development of three parenting styles developed in the 1960s by Baumrind (1966): permissive, authoritative, and authoritarian parenting. A permissive parenting style is characterized by no punitive behavior, the presence of acceptance, and no demanding. In contrast, authoritarian parenting styles apply influence and control to the child to maintain their obedient and respectful behavior. Meanwhile, the authoritative parenting style implies the rationality and appreciation of parents for their children, being balanced, and implementing a high standard of discipline. Parenting style with an authoritative style produces a more positive impact compared to the other styles. Therefore, it is called positive parenting because it implies a positive dimension of parenting style to the object.

According to [5], the parenting style consists of interaction between two dimensions: warmth-hostility and controlling-noncontrolling. The warmth-hostility dimension refers to the resilience and affection of the

parents, while the controlling-noncontrolling dimension refers to the level of parental supervision. Above those dimensions, the authoritative parenting style shows a balance between warmth and control, i.e., low warmth and high control. Permissive shows high warmth and low control. Meanwhile, neglectful shows low warmth and low control. The relationship between parenting style and child development from childhood to late adulthood was considered in [5], and it was found that authoritative parenting styles result in a positive impact.

According to [4], parental support will affect parent-teen relationships, including how adolescents build positive thinking and good expectations of their future goals. An adolescent who perceives supportive parents will increase their optimism to achieve goals in the future. It is through interaction with a subjectively constructed social environment that adolescents as individuals learn to know their parents' support.

According to [6], there are three classifications of PoPa dimensions, namely 1) parental support or connection, 2) behavioral regulation, 3) respect for individuality. Parental support or connection that is positive, warm, sensitive, affectionate, predictable and supportive interaction between parents and children. Behavioral regulation belongs to the authoritative parent style that is characterized by how parents build the environmental structure of a child's behavior such as setting limits, reasoning, and applying consequences. Parents' respect for individuality is characterized by recognizing children's development by avoiding intervention, child exploitation, and manipulation behavior of the parent.

According to [4], PoPa is described as autonomous parenting-acceptance or authoritative parenting, including parental involvement (acceptance), restraint/supervision, boundary determination, and granting independence. PoPa was conceptualized in two ways: role by parents that was observed in quasi-experimental conditions and feedback by adolescents and identity exploration. In this study, PoPa was measured based on what adolescents felt and reported. Based on the initial research for PoPa adolescents in the Bandung regency, it was found that there were differences between adolescents' perceptions of

parenting behaviors of mothers and fathers.

In ecological models, in the context of microsystems, individual development is influenced by activity patterns, social roles, and interpersonal relationships experienced by individuals with their families, in this case, their parents. According to [7], differences in parenting are classified into two main conceptual domains in which parental gender effect on parenting was considered: overall parenting styles and fundamental dimensions, practices, and behaviors of parenting in child rearing, which define the parent's parenting style.

2. Method

2.1. Procedures

The procedure of data collection using a survey filled with two questionnaires led by a psychologist in the team research. The publication of the measuring instrument scale is carried out after informed consent and has ethical clearance registered to the Ethics Committee of Padjadjaran University with a Number: 155/UN6.KEP/EC/2022.

2.2. Participants

This study used quantitative non-experimental survey methods. The research was conducted at a high school in Bandung regency. 536 students in class XI were involved as respondents in this study. According to [8], adolescence begins approximately between 10 and 13 years and ends approximately between 18 and 22 years. The calculation was performed using a 95% confidence interval with a margin of error. The minimum sample size estimation was 361 for high

school students. The sample size is based on the Unpad SAS software [9].

The sample included 223 participants or 41.6% boys and 313 or 58.4% girls from five senior high schools in Bandung regency, West Java province, Indonesia. The other consideration is to use comprehensive statistical methods such as CFA to analyze the reliability and validity.

2.3. Study Measures

The perceived PoPa is measured in three versions improved from the first version. The first trial was conducted on high school students in Jelesong Bandung regency using 117 respondents. Perceived PP measurement instruments were compiled to measure adolescents' perceptions of the PoPa of their parents. Fifty-five items were given to adolescents to assess their parents (father or mother). In the measurement instrument, a column is provided for father and mother selection. An example item: parents ready to listen to the difficulties of their child in the lessons at school or uncomfortable conditions with their teachers or friends. Respondents filled out the assessment column regarding their father and mother. The results of the first trial showed that there was a shift in the results of the items choices of the father and mother. Based on the first trial, the measurement instrument was revised by creating perceived PoPa measurement instruments for fathers and mothers separately. The second version of the measuring instrument was tested at Arjasari High School on ninety-three respondents.

Stage of test development of perceived positive parenting for father and mother, Indonesia version [10] is shown in Figure 1.

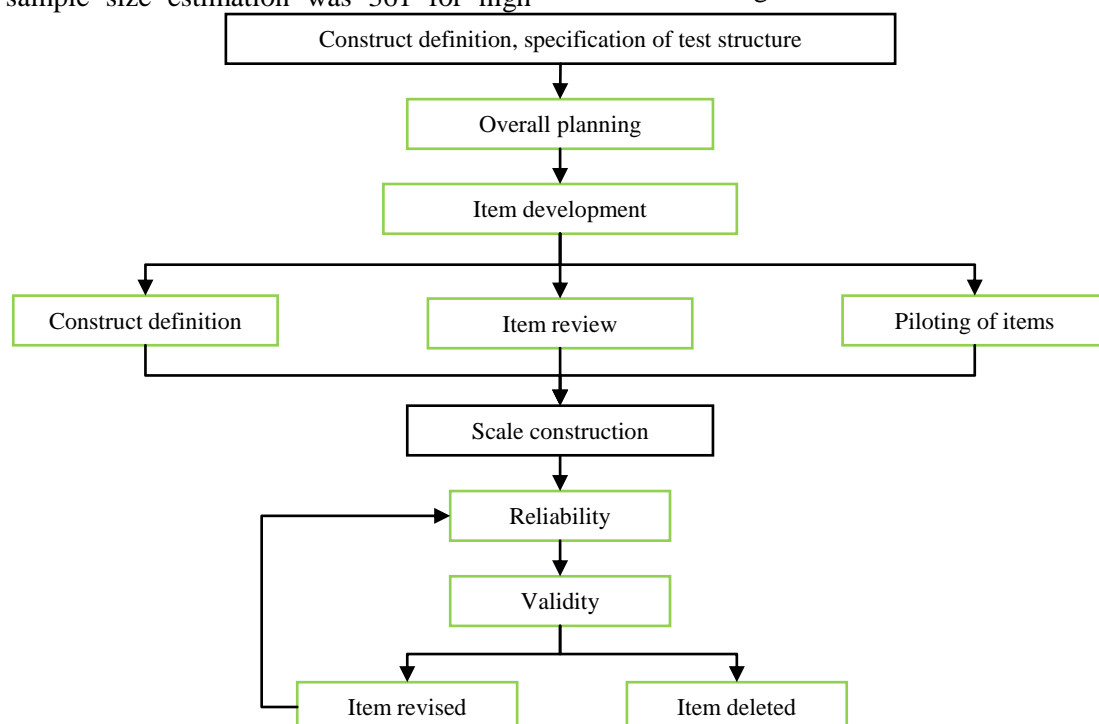


Fig. 1 Stage of test development [10]

The measurement tool of perceived positive parenting for mothers and fathers (PoPa Mothers and PoPa Fathers) was designed using psychometric principles according to [10]. The method of measurement instrument development follows the scheme (see Figure 1).

2.4. Construct Definition, Specification of Test Structure

Establishing the purpose of the PoPaPoPa measurement tool, which measures adolescent perceptions of parenting style. The implemented concept follows the PoPa model associated with the future orientation concept [4].

2.5. Overall Planning

Designing a questionnaire based on the PoPa concept using a Likert scale and making and arranging items type. The items are presented in the form of a statement accompanied by choices such as always, often, rarely, and never and instructions to perform the test. The test uses paper and pencil with adolescent subjects of study. The next step is to determine the location and time for test and trial of the measurement instrument.

2.6. Item Development

a) *Defining construct variables*, making an operational definition to obtain specific items that

measure the variables, namely Positive Parenting (Father) and Positive Parenting (Mother); arranging a grid of measuring instruments containing measured dimensions, indicators, and systems; making the administration, scoring, and norms of the test; and finally targeting the subjects who will conduct the test.

The operational definition of perceived PoPa is a process in which adolescents subjectively give meaning to and interpret their parents’ parenting. It involves parents’ acceptance, strict attitudes, supervision, limitation on the adolescents’ environment; and freedom to be independent.

- *Acceptance* is parental attention to the problems faced by the children, willingness to assist them when needed, and affective expressions through their activities with the children.
- *Supervision* is the parental attention of parents to recognize needs, interests and problems; and supervise the children’s achievements.
- *Autonomy granting* is the parents’ attitude that provides freedom and independence for children.
- *Limit setting* is the parents’ attitudes in setting rules and limits on the environment of their children’s social lives.

Indicators derived from positive parenting dimensions are created based on conceptual definitions to compile the measuring instrument items (Table 1)

Table 1 Lattice work of instruments of PoPa Mother and PoPa Father

Dimensions	Indicators
Acceptance	Presence in difficult moments
	Providing support when your child feels like failure
	Providing assistance
	Hearing child complaints
Supervision	Showing a pleasant attitude toward the child
	Knowing the ideals and interests of children
	Having an interest in problems that arise between the child and his friend
	Paying attention to school performance
Autonomy granting	Allowing the child to choose what is of interest
	Giving freedom to make their own decisions
	Giving the children a chance to talk.
	Compromising on dissent
Limit setting	Making the children Independent
	Establishing rules related to the use of time to learn and play
	Setting rules for activities that children can follow
	Giving limits to children related to relationships with friends

b) *Item review*: Items were reviewed with expert judgment and cognitive interviews. Expert judgment is carried out by a team of experts. Cognitive interviews were conducted to test the readability analysis of items by the subject.

c) *Piloting of items*: Conducting a test and trial of the measurement includes the test of measurement instruments that previously have been conducted to the students of class XI with criteria: the subject of study, collecting and analyzing data; testing the reliability and validity of measurement instruments. This test and trial

led to a revision and elimination of unnecessary items.

d) *Scale construction*: EFA was not conducted. Analysis was performed based on the loading factor of CFA.

e) *Reliability*: Reliability of evaluated items was tested using construct reliability (CR). Alpha Cronbach’s test was used as a reliability tool.

f) *Validity*: A validity test was conducted to determine the robustness and suitability of the measurement instrument and the objectives. The construct validity was tested using CFA (Confirmatory

Factor Analysis) Lisrel 8.8. CFA is a method of testing to determine how well measured variables represent a smaller number of constructs [11]. Validation of measurement instruments was initiated by a literature study of the PoPa definition. The analysis results corrected and eliminated items in the development of measurement tool version 1. After this revision, the development measurement tool was continued to produce the second version. By repeating the same steps, the 3rd version was also produced.

2.7. Data Analysis

The change in the number of items was found in the PoPa measuring tool version 1 (Mother and Father) due to the analysis of items. From the total compiled 55 items, 20 items were removed and 35 were used (including revised ones). Deleted items are 1, 4, 8, 11, 12, 14, 19, 21, 22, 23, 27, 30, 31, 32, 36, 40, 41, 46, 51, and 54. Meanwhile, the remaining used items were rearranged into each dimension of the PoPa variable.

After the first analysis stage, items that are not used are discarded and the remaining items are used to develop the developed measuring instrument (Table 2).

Table 2 The number of PoPa items (Mother and Father) after the first analysis stage

Dimension	The number of items
Acceptance	2, 3, 5, 6, 9, 15, 25, 48, 53, 55
Supervision	7, 13, 16, 18, 20, 24, 47, 49, 50
Limit Setting	28, 29, 33, 34, 35, 37, 38
Autonomy Granting	10, 17, 26, 39, 42, 43, 44, 45

The second version was developed by measuring specifically for the mother and father. The reason for the separation is the difference in parenting behaviors of fathers and mothers on certain dimensions. For example, the acceptance dimension (indicator of presidential in the bad time) of the mother appears more than the father's behavior. While the behavior of the father appears more as an indicator of helpfulness. For the dimension of supervision, the behavior of mother and father differs depending on their interest related to the emerging problems between the children and friends. The measurement instrument of PoPa was rearranged based on the dimensions and indicators according to PoPa's theory.

In the preparation of the measuring instrument in the third stage, the PoPa measuring instrument experienced a change in the number of items, from 35 to 20 items. Each dimension has 5 items each. Furthermore, items are selected to be compiled into measuring instruments used for Mother (Table 3) and Father (Table 4).

Table 3 The number of PoPa Mother items after analysis phase of Version 2

Dimension	The number of items
Acceptance	1, 5, 9, 13, 17

Supervision	2, 6, 10, 14, 18
Limit Setting	3, 7, 11, 15, 19
Autonomy Granting	4, 8, 12, 16, 20

The PoPa measurement tool for Father (after analysis phase of version 1) was as follows:

Table 4 The number of items PoPa Father after analysis phase of Version 2

Dimension	The number of items
Acceptance	1, 5, 9, 13, 17
Supervision	2, 6, 10, 14, 18
Limit Setting	3, 7, 11, 15, 19
Autonomy Granting	4, 8, 12, 16, 20

3. Results

3.1. Descriptive Statistics

3.1.1. Gender

The number of respondents to this study was 536, with 223 males and 313 females. The number of males and females was quite balanced (Table 5). Respondents were high school students.

Table 5 Gender

	Frequency	Percentage (%)
Males	223	41.6
Females	313	58.4
Total	536	100.0

3.1.2. Education of Mothers and Fathers

Parental education is one of the data needed. Based on the data, for both (mother and father) it appears that the average mother's education is at the secondary school level of 53.6% (Tables 6 and 7).

Table 6 Education of mothers

	Frequency	Percentage (%)
Elementary	122	22.8
High School	287	53.6
College	123	22.9
Unknow	4	0.7
Total	536	100.0

Table 7 Education of fathers

	Frequency	Percentage (%)
Elementary	110	20.5
High School	260	48.5
College	157	29.3
Unknow	9	1.7
Total	536	100.0

3.2. Reliability

Based on data from 536 participants, both the Perceived Positive Parenting Mother and the Perceived Positive Parenting Father had high internal consistency for all 20 items, as demonstrated by Cronbach's Alpha coefficient of 0.88 for the PoPa Father and Cronbach's Alpha coefficient of 0.92 for the PoPa Mother [12]. The correlation between each item score and the

corrected total item ranged from 0.15-0.70 for the PoPa Father and -0.05-0.80 for the PoPa Mother.

3.3. The Comparative Data of PoPa Father and PoPa Mother

Based on comparative data between the fathers'

PoPa and mothers' PoPa with the gender of the respondent, it shows that for total and all dimensions the mother's PoPa is significant (Table 8) while for the father's PoPa it shows the opposite result, being insignificant (Table 8).

Table 8 Mean, standard deviation, and the t-test comparison with gender

PoPa	Gender	M (SD)	t _(df)	p-value
Father	Total	Male 52.28 (11.69) Female 52.12 (12.38)	0.15	0.88
	Acceptance	Male 13.07 (3.29) Female 13.19 (3.46)	-0.40	0.69
		Supervisor	Male 13.55 (3.77) Female 13.73 (3.76)	-0.56
	Autonomy Granting		Male 12.96 (3.16) Female 12.88 (3.59)	0.27
		Limit Setting	Male 12.70 (3.36) Female 12.32 (3.82)	1.23
	Mother		Total	Male 52.42 (12.62) Female 49.01 (15.34)
Acceptance		Male 13.42 (3.59) Female 12.70 (3.82)	2.21	0.03*
		Supervisor	Male 13.33 (4.38) Female 12.36 (5.02)	2.38
Autonomy Granting			Male 12.80 (3.08) Female 12.03 (3.89)	2.57

As for the comparative data on the father's and mother's PoPa concerning the father's and mother's education, both show that almost all dimensions are

significant, and one dimension, namely the supervisor, is insignificant in both (Tables 9 and 10).

Table 9 Mean, standard deviation, and the t-test comparison with education of fathers

POPA	Education of Father	M (SD)	F	p-value		
Father	Total	Elementary 48.08 (11.15) High School 51.42 (12.84) College 56.18 (10.22)	16.32	0.000*		
	Acceptance	Elementary 12.45 (3.26) High School 13.00 (3.52) College 13.78 (3.15)	5.38	0.005*		
		Supervisor	Elementary 13.15 (3.83) High School 13.53 (3.99) College 14.18 (3.26)	2.69	0.069	
			Autonomy Granting	Elementary 11.76 (3.31) High School 12.64 (3.53) College 14.12 (3.26)	17.98	0.000*
	Limit Setting			Elementary 10.71 (3.28) High School 12.25 (3.72) College 14.10 (3.08)	32.42	0.000*
		Mother		Total	Elementary 41.40 (11.08) High School 48.30 (14.44) College 60.16 (10.38)	77.85
			Acceptance	Elementary 11.07 (3.26) High School 12.56 (3.76) College 15.08 (3.00)	47.93	0.000*
	Supervisor			Elementary 10.18 (3.95) High School 11.94 (4.84) College 15.83 (3.54)	64.39	0.000*
				Autonomy Granting	Elementary 10.22 (2.97) High School 11.95 (3.58) College 14.44 (2.94)	57.17
Limit Setting			Elementary 9.93 (2.97) High School 11.84 (3.59) College 11.84 (2.76)		78.85	0.000*

Table 10 Mean, standard deviation, and the t-test comparison with education of mothers

POPA	Education of Mothers	M (SD)	F	p-value
Father	Total	Elementary 43.57 (13.39)	46.06	0.000*

		Continuation of Table 10					
Mother	Acceptance	High School	49.37 (14.25)	29.75	0.000*		
		College	59.58 (10.77)				
		Elementary	11.60 (3.66)				
	Supervisor	High School	12.72 (3.71)				
		College	15.00 (3.07)				
		Elementary	12.99 (4.077)				
	Autonomy Granting	High School	13.75 (3.636)				
		College	14.08 (3.686)				
		Elementary	11.84 (3.339)				
	Limit Setting	High School	12.89 (3.423)				
		College	14.05 (3.167)				
		Elementary	10.92 (3.734)				
	Total	High School	12.52 (3.552)			45.769	0.000*
		College	13.94 (3.134)				
		Elementary	43.63 (13.439)				
Acceptance	High School	49.48 (14.286)	28.716	0.000*			
	College	59.49 (10.820)					
	Elementary	11.66 (3.723)					
Supervisor	High School	12.83 (3.768)					
	College	15.07 (3.142)					
	Elementary	10.61 (4.263)					
Autonomy Granting	High School	12.36 (4.810)					
	College	15.77 (3.693)					
	Elementary	10.88 (3.508)					
Limit Setting	High School	12.16 (3.511)	29.811	0.000*			
	College	14.20 (3.102)					
	Elementary	10.49 (3.698)					
Total	High School	12.13 (3.59)	45.289	0.000*			
	College	14.60 (2.63)					
	Elementary						

3.4. Content Validity

The content validity of the PoPa Father and Mother was established after evaluation by an expert panel of Prof. Hendriati Agustiani, Ahmad Gimmy Prathama, and Ratna Jatnika, revealing a high degree of relevance. Focus Group discussion was also conducted with several high school students, and participants stated that the PoPa Father and Mother were easy to understand. Moreover, the trial confirmed that it is acceptable in terms of administration time and easy to understand.

4. Discussion

This research examined the psychometric properties of the PoPa Father and Mother in the Indonesian language among high school students. The results indicate that the PoPa Father and Mother have good to excellent internal consistency. Regarding the validity indicators, several showed satisfactory content and concurrent validity, and further supported the one-factor model for its factorial validity.

The two-factor model of the PoPa Father and Mother were confirmed to be adequate based on the CFA value. The RMSEA value was less than 0.08, while the CFI values were more than 0.90. Furthermore, the average loading factor for PoPa Mother was higher than PoPa Father (See Figures 2-5)

The test development and the validation process were completed based on the stage of test development [7]. The theoretical model of perceived positive

parenting was operationalized based on [4], and subsequently, existing positive parenting measures were reviewed. An initial pool was generated, listing items from existing parenting measures and new items adapted for perceived positive parenting. This initial pool was refined and reduced repeatedly 3 times, i.e., once based on test developer review, second based on the expert panel, and third based on item analysis after pilot testing.

4.1. The Model of Father and Mother PoPa CFA

The application of RMSEA, CFI, and TLI is heavily contingent on set cutoff criteria. Earlier research [13] suggested that an RMSEA value $< .05$ indicates a “close fit” that $< .08$ suggests a reasonable model-data fit, and that TLI $> .90$ indicates an acceptable fit (Tables 11-13).

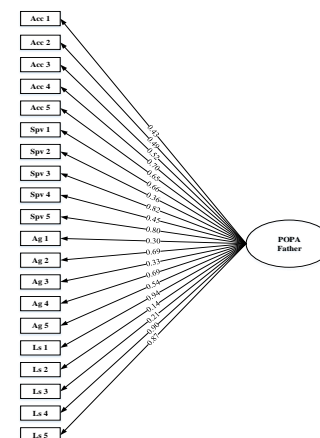


Fig. 2 Model 1 for Father PoPa CFA

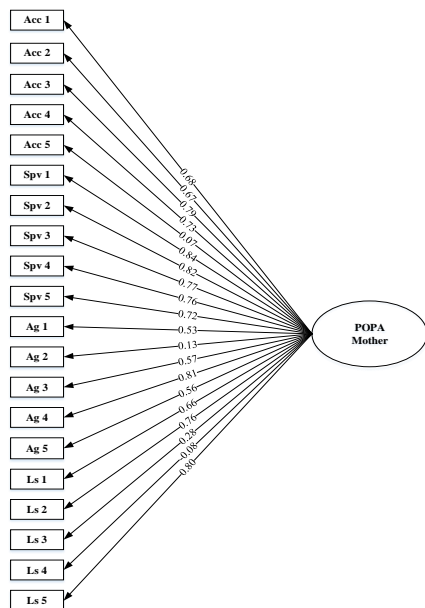


Fig. 3 Model 1 for Mother PoPa CFA

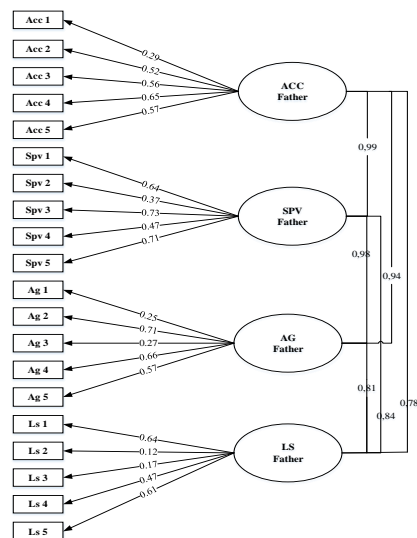


Fig. 4 Model 2 for Father PoPa CFA

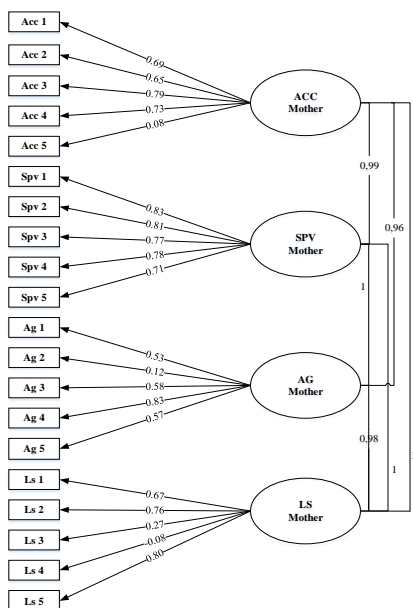


Fig. 5 Model 2 for Mother PoPa CFA

Table 11 Model 1 loading factor and T value for PoPa Father and Mother

Model 1		Loading Factor		T Value	
		Father	Mother	Father	Mother
Acc	acc1	0.43	0.68	8.70	17.46
	acc2	0.49	0.67	11.07	16.99
	acc3	0.52	0.79	13.01	21.49
	acc4	0.70	0.73	16.36	19.04
	acc5	0.65	0.07	13.28	1.66
Spv	spv1	0.66	0.84	15.77	23.52
	spv2	0.36	0.82	8.03	22.66
	spv3	0.82	0.77	19.14	20.90
	spv4	0.45	0.76	10.43	20.29
	spv5	0.80	0.72	18.31	18.78
Ag	ag1	0.30	0.53	4.68	12.61
	ag2	0.69	0.13	17.26	2.88
	ag3	0.33	0.57	6.26	14.10
	ag4	0.69	0.81	16.71	22.20
	ag5	0.54	0.56	12.85	13.76
Is	is1	0.94	0.66	20.76	16.65
	is2	0.14	0.76	3.24	20.37
	is3	0.21	0.28	4.81	6.33
	is4	0.90	-0.08	18.81	-1.80
	is5	0.87	0.80	18.30	21.69

Table 12 Model 2 loading factor and T value for PoPa Father and Mother

Model 2		Loading Factor		T Value	
		Father	Mother	Father	Mother
Acc	acc1	0.29	0.69	6.35	17.72
	acc2	0.52	0.65	12.10	16.21
	acc3	0.56	0.79	13.40	21.41
	acc4	0.65	0.73	16.14	19.01
	acc5	0.57	0.08	13.65	1.73
Spv	spv1	0.64	0.83	15.90	23.00
	spv2	0.37	0.81	8.52	22.36
	spv3	0.73	0.77	18.62	20.81
	spv4	0.47	0.78	10.95	21.07
	spv5	0.71	0.71	17.86	18.71
Ag	ag1	0.25	0.53	5.26	12.52
	ag2	0.71	0.12	17.97	2.74
	ag3	0.27	0.58	5.95	14.12
	ag4	0.66	0.83	16.37	22.40
	ag5	0.57	0.57	13.63	13.71
Is	is1	0.64	0.67	15.20	16.71
	is2	0.12	0.76	2.60	20.08
	is3	0.17	0.27	3.71	6.19
	is4	0.47	-0.08	10.55	-1.83
	is5	0.61	0.80	14.53	21.59

Table 13 RMSEA and CFI values

	Model 1		Model 2	
	Father	Mother	Father	Mother
Chi square	363.354	336.250	377.309	342.030
Degrees of freedom	121	150	127	146
ratio ch_df	3.003	2.242	2.656	2.343
RMSEA	0.061	0.050	0.061	0.050
NFI	0.93	0.95	0.92	0.95
CFI	0.95	0.97	0.95	0.97
GFI	0.94	0.94	0.94	0.94
SRMR	0.081	0.040	0.075	0.040

Table 14 shows that PoPa Father and PoPa Mother were positive and significant with the coefficient correlation.

Table 14 Correlation of Father and Mother PoPa

PoPa Father					PoPa Mother				
	ACC	SPV	AG	LS		ACC	SPV	AG	LS
ACC	1				ACC	1			
SPV	0.993*	1			SPV	0.99*	1		
AG	0.941*	0.981*	1		AG	0.96*	1.00*	1	
LS	0.775*	0.843*	0.819*	1	LS	1.00*	1.00*	0.98*	1
* $p < 0.05$					* $p < 0.05$				

In this study, the measurement instrument of adolescents' perception of the parenting of the father and mother was separated. Differences were found in the number of items of different behaviors, interactions, and communication between the father and mother. The research [14] produce five areas of father-adolescent relationships, such as spending time together, communication and engagement, bonding, conflict, and power. Other perspectives show that the father-adolescent relationship is characterized by physical and emotional distance. In contrast, mother-adolescent relationships are characterized by bonding and intimacy [14]. Other studies have shown that fathers are considered less responsive, less demanding, and less attentive, but more abusive compared to mothers. Hence, the parenting style of the father is unfavorable. Adolescents communicate less with their fathers and have more negative feelings about this communication compared with their mothers [15].

Regarding the test specification, the final pool did not contain revered items because the literature is in disagreement regarding the effectiveness of reverse items [16].

5. Conclusion and Limitations

The Indonesian version of the perceived positive parenting for father and mother (PoPa Father and PoPa Mother) showed quite good internal consistency using Cronbach Alpha. In addition, the content and factorial validity were proven to be acceptable for measuring high school students in Indonesia. The PoPa Father and Mother are proven to be valid and reliable tools that can be used among adolescents to assess perceived positive parenting. Based on this, it can be said that the measuring instrument that perceived positive parenting father and perceived positive parenting mother has validity and reliability that is quite good and can be used for adolescent subjects in Indonesia. The measurement tool used was the perceived positive parenting mother and perceived positive parenting father with 20 items. Both the perceived positive parenting mother and the perceived positive parenting father had high internal consistency for all 20 items, as demonstrated by Cronbach's Alpha coefficient of 0.88 for the PoPa Father and Cronbach's Alpha coefficient of 0.92 for the PoPa Mother.

The limitation of this study is the inherent weakness of self-report measures caused by several of the data

collected by online questionnaires. A second limitation, there are negative items and this can be made for future research.

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