



The Correlation between Authoritarian Parenting Style and Student Self-Disclosure at State Senior High School 1 Ukui

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Abstract

This research was instigated by students facing difficulties in expressing feelings, thoughts, and personal problems, particularly in self-disclosure. One of the causes was parenting styles, particularly authoritarian parenting style. This research aimed at finding out the characteristics of authoritarian parenting style, self-disclosure, and the correlation between authoritarian parenting style and student self-disclosure at State Senior High School 1 Ukui. Quantitative method was used in this research with correlational approach. All tenth-grade students at State Senior High School 1 Ukui were the population of this research, and there were 5 classes. The samples consisted of students from three classes selected by using purposive sampling technique based on recommendations from Guidance and Counseling teacher. The instruments used were an authoritarian parenting style questionnaire and a self-disclosure questionnaire with Likert scale. The techniques of analyzing data included prerequisite analysis, product-moment correlation test, and simple regression with SPSS 25. The research findings indicated that authoritarian parenting style was in low category with the percentage of 47.42%, while student self-disclosure was in high enough category with the percentage of 46.39%. The correlation test showed that the score of r was -0.419 and the significance level was 0.000 (<0.05), and it indicated that there was a negative and significant correlation between authoritarian parenting style and student self-disclosure. The regression analysis showed that authoritarian parenting style contributed 17.6% to student self-disclosure, while the rest was influenced by factors outside this research. It could be concluded that the higher the authoritarian parenting style was, the lower the self-disclosure ability would be.

INTRODUCTION

Adolescence is a crucial developmental phase in human life, marking the transition from childhood to adulthood. During this phase, individuals experience various biological, cognitive, emotional, and social changes that influence how they interact with their surroundings. One of the developmental tasks adolescents must achieve is the ability to establish healthy interpersonal relationships through effective communication. In this context, the ability to express thoughts, feelings, experiences, and personal problems to others, known as communication, is essential. *Self-disclosure* is a crucial aspect of adolescent social development. This ability enables individuals to build closer relationships, gain social support, and develop a positive self-identity (Shafira & Suparman, 2024; Septiani et al., 2019).

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Self-disclosure is an interpersonal communication process that involves disclosing personal information to others, whether in the form of feelings, thoughts, motivations, desires, life experiences, or views on something (DeVito in Ramadhana, 2018). The ability of self-disclosure plays an important role in building the quality of social relationships because individuals who are able to open themselves tend to be more easily accepted in social environments, have a higher level of self-confidence, and are able to establish more meaningful interpersonal relationships (Sasferi, 2023). In addition, self-disclosure also functions as a means to obtain feedback from the environment so that individuals can understand themselves more deeply and objectively (Fortuna & Aisyah, 2025).

According to the Social Penetration theory developed by Altman and Taylor, *self-disclosure* Self-disclosure is a key mechanism in the development of interpersonal relationships. Initially superficial social relationships develop into more intimate relationships through a process of broader and deeper self-disclosure. In other words, the higher a person's level of self-disclosure, the greater the opportunity for healthy and harmonious social relationships (Sarjani, 2023). Meanwhile, DeVito explains that self-disclosure encompasses not only the sharing of general personal information but also deeper aspects such as feelings, motivations, life values, beliefs, and emotional experiences that are typically unknown to others (Fortuna, 2023).

However, various studies show that the ability *self-disclosure* among adolescents is still relatively low. Setiawati found that low self-disclosure causes students to experience difficulties in social adjustment, which ultimately impacts academic achievement. Research by Yusuf, Asrori, and Putri (2025) also shows that some high school students are still in the low self-disclosure category, thus experiencing difficulties in expressing their feelings and problems to teachers and peers. Another study conducted by Dewi found that only around 24.55% of students have good self-disclosure skills, while the majority of students still have difficulty expressing their thoughts and feelings openly. This condition indicates that the ability *self-disclosure* is still a problem that needs serious attention in the world of education, especially at the high school level.

Low self-disclosure in adolescents does not emerge suddenly, but is influenced by various internal and external factors. One such external factor that has a significant influence is parental parenting style. The family is the first social environment that provides children with learning experiences in building communication and interpersonal relationships. Interactions within the family shape how children view themselves and others. Therefore, the parenting style adopted by parents is a crucial determinant in the development of children's social and emotional skills, including self-disclosure (Pathak, 2012).

Baumrind classifies parenting styles into three main forms, namely democratic parenting (*authoritative*), permissive parenting style (*permissive*), and authoritarian parenting styles (*authoritarian*) (Zulkarnain et al., 2023). Among the three parenting styles, authoritarian parenting is characterized by high levels of parental control and low levels of acceptance and responsiveness to children's needs. Parents set strict rules, demand absolute obedience, limit children's freedom of expression, and often use punishment as a means of controlling children's behavior (Einstein & Indrawati, 2016). In this parenting style, communication tends to be one-way, so children have very limited opportunities to express their thoughts and feelings openly.

Various studies have shown that authoritarian parenting negatively impacts the psychosocial development of children and adolescents. Sari (2020) revealed that authoritarian parenting can lead to low self-confidence, anxiety, fear of trying new things, difficulty socializing, a tendency to withdraw from social circles, and communication barriers. Similarly, Baumrind explains that adolescents raised in authoritarian family environments tend to have low levels of happiness, lack independence, lack initiative, and experience difficulties in establishing social relationships with others. Zukhri and Suryani's

findings also indicate that children who receive authoritarian parenting tend to have low self-confidence and experience difficulties in interacting with peers.

In the perspective of guidance and counseling, the ability *self-disclosure* is an important indicator of students' personal-social development. Self-disclosure is the main foundation for successful counseling services because students who are able to openly express their problems, feelings, and needs will more easily receive appropriate assistance from guidance and counseling teachers. Conversely, low self-disclosure can hinder the problem identification process and reduce the effectiveness of counseling services (Damanik, 2023). Therefore, understanding the factors that influence *self-disclosure* Students are very important to support the success of guidance and counseling services in schools.

The phenomenon of low self-disclosure was also found at SMA Negeri 1 Ukui. Based on the results of a preliminary study conducted through interviews with guidance and counseling teachers on May 2, 2025, several symptoms were found indicating low self-disclosure abilities. *Self-disclosure* students. These symptoms include students tending to be passive in the learning process, lacking confidence when expressing opinions to teachers and friends, experiencing difficulty adjusting to social environments, feeling like they don't have close friends at school, and being reluctant to disclose problems they face to guidance counselors or homeroom teachers. Furthermore, several students were also found to be raised in families with authoritarian parenting styles, which limit their freedom to socialize. This condition indicates a relationship between authoritarian parenting styles applied by parents and students' ability to open up in the school environment.

Although various studies have examined the relationship between parenting styles and the psychological development of adolescents, research that specifically examines the relationship between authoritarian parenting styles and *self-disclosure* the study of students in the context of high schools in Pelalawan Regency is still relatively limited. Therefore, this study is important to provide an empirical understanding of how authoritarian parenting styles relate to students' self-disclosure abilities. The results of this study are expected to provide theoretical contributions to the development of guidance and counseling studies, particularly on the personal-social development of adolescents, and serve as a basis for guidance and counseling teachers in designing services that can increase student self-disclosure.

Based on this description, this study aims to analyze the relationship between authoritarian parenting styles and *self-disclosure* on students of SMA Negeri 1 Ukui. This study starts from the assumption that the higher the level of authoritarian parenting patterns received by students, the lower their cognitive abilities.*self-disclosure* Thus, this research is expected to provide a scientific contribution to understanding the factors influencing adolescent self-disclosure and support the development of more effective guidance and counseling services in school environments.

METHODS

This study uses a quantitative approach with a correlational research type. The quantitative approach was chosen because the study aims to measure the level of relationship between the authoritarian parenting style variable as the independent variable (X) and *self-disclosure* as the dependent variable (Y). Correlational research is used to determine whether or not there is a relationship and the magnitude of the relationship between the two variables without providing any specific treatment to the research subjects. The research was conducted at SMA Negeri 1 Ukui, located in Ukui Dua Village, Ukui District, Pelalawan Regency, Riau Province. The location was selected based on the results of a preliminary study that showed the phenomenon of low self-disclosure (*self-disclosure*) students who are suspected of being related to parental parenting patterns.

The population in this study was all grade X students of SMA Negeri 1 Ukui, which consists of five classes. The research sample consisted of 97 students from three classes

and were selected using the technique *purposive sampling* based on the recommendations of the Guidance and Counseling (BK) teacher. This technique was used because the sample was selected according to characteristics relevant to the research objectives so that it could provide more appropriate information regarding the relationship between authoritarian parenting styles and *self-disclosure*. Data collection was conducted using a questionnaire with a five-level Likert Scale model, namely Always (SL), Often (SR), Sometimes (KD), Rarely (JR), and Never (TP). The research instrument consisted of two questionnaires, namely the authoritarian parenting style questionnaire and the authoritarian parenting style questionnaire. *self-disclosure* the authoritarian parenting variable was developed based on Baumrind's theory, which includes aspects of control, communication, and warmth. Meanwhile, the instrument *self-disclosure* the instrument was developed based on Altman and Taylor's theory, which includes aspects of accuracy, motivation, timing, intensity, and depth and breadth of self-disclosure. Before being used in the research, the instrument was pilot tested on 40 respondents to determine its validity and reliability.

The validity test of the instrument was carried out using Pearson Product Moment correlation with the help of the SPSS version 25 program. The results of the validity test showed that of the 40 statement items *self-disclosure* there were 27 items declared valid and used in the study, while the rest were rejected. For the authoritarian parenting instrument, item selection was also conducted so that only items that met the validity criteria were used in data collection. Furthermore, a reliability test was conducted using the Cronbach's Alpha coefficient. The test results showed that the authoritarian parenting instrument had a Cronbach's Alpha value of 0.827 and the *self-disclosure* of 0.860. Both values are greater than 0.60, so the instrument is considered reliable and suitable for use in research. Data analysis was conducted in stages, including descriptive and inferential analysis. Descriptive analysis was used to describe the level of authoritarian parenting and *self-disclosure* Students' behavior is presented in percentage and category form. Before hypothesis testing is conducted, the data is first tested using analysis prerequisite tests, including the Kolmogorov-Smirnov normality test and the linearity test. After the data meets the statistical assumptions, hypothesis testing is conducted using Pearson Product Moment correlation analysis to determine the relationship between authoritarian parenting styles and *self-disclosure*. In addition, a simple linear regression analysis was conducted to determine the contribution of authoritarian parenting patterns to *self-disclosure* students. The entire data analysis process was conducted using the Statistical Package for the Social Sciences (SPSS) version 25 software with a significance level of 0.05.

RESULTS AND DISCUSSION

Results

This research was conducted on 97 class X students of SMA Negeri 1 Ukui to find out the description of authoritarian parenting patterns, ...*self-disclosure*, as well as the relationship between authoritarian parenting styles and *self-disclosure* students. Data were obtained through the distribution of authoritarian parenting style questionnaires and questionnaires *self-disclosure* each of which consists of 27 statement items with a five-level Likert scale.

Overview of Authoritarian Parenting Patterns of Students

The results of the descriptive analysis of the authoritarian parenting variable indicate that the majority of students fall into the low category. The frequency and percentage distribution of authoritarian parenting patterns can be seen in Table 1.

Table 1. Frequency Distribution and Percentage of Authoritarian Parenting Patterns of Students (n=97)

Category	Interval	F	%
Very High (ST)	119–141	1	1,03
Height (T)	96–118	12	12,37
Quite High (CT)	73–95	33	34,02
Low (R)	50–72	46	47,42
Very Low (SR)	27–49	5	5,15
Total		97	100,00

Based on Table 1, it is known that the most dominant category of authoritarian parenting style is the low category with 46 students (47.42%). Meanwhile, the moderately high category is 33 students (34.02%), the high category is 12 students (12.37%), the very low category is 5 students (5.15%), and the very high category is 1 student (1.03%). This finding indicates that in general, the authoritarian parenting style received by students of SMA Negeri 1 Ukui is in the low category.

Further analysis was conducted based on indicators of authoritarian parenting. The results are presented in Table 2.

Table 2. Description of Authoritarian Parenting Pattern Data Based on Indicators

No	Indicator	Almost Ideal	Max	Min	Total	Mean	%	SD	Category
1	Parental power is very dominant (7 items)	35	35	8	1840	18,96	57%	5,491	CT
2	Control over behavior is very strict (6 items)	30	30	8	1641	16,91	56%	4,827	CT
3	Parents often punish if children are disobedient (3 items)	15	15	3	969	9,98	66%	3,147	T
4	Parents tend to be commanding (5 items)	25	25	5	1279	13,18	52%	3,717	CT
5	Parents tend to be emotional and rejecting (6 items)	30	30	6	1317	13,57	45%	4,855	CT
Overall		135	135	30	7046	72,60	54%	22,037	CT

The results in Table 2 show that the indicator with the highest percentage was "parents often punish if children disobey," at 66%, a high category. Meanwhile, the indicator of dominant parental power achieved a percentage of 57%, strict control over behavior at 56%, parents acting in a commanding manner at 52%, and parents tending to be emotional at 45%. Overall, authoritarian parenting, based on the indicators, was in the fairly high category, at 54%.

Student Self-Disclosure Overview

Data description *self-disclosure* shows that most students are in the fairly high category. Frequency distribution and percentage *self-disclosure* students are presented in Table 3.

Table 3. Frequency Distribution and Percentage of Student Self-Disclosure (n=97)

Category	Interval	F	%
Very High (ST)	119–141	1	1,03
Height (T)	96–118	13	13,40
Quite High (CT)	73–95	45	46,39
Low (R)	50–72	33	34,02
Very Low (SR)	27–49	5	5,15
Total		97	100,00

Based on Table 3 it is known that *self-disclosure*. The majority of students were in the fairly high category, namely 45 students (46.39%). Next, the low category was 33 students (34.02%), the high category was 13 students (13.40%), the very low category was 5 students (5.15%), and the very high category was 1 student (1.03%). These results indicate that in general, students at SMA Negeri 1 Ukui have a fairly high level of self-disclosure. Analysis based on indicators *self-disclosure* shown in Table 4.

Table 4. Description of Self-Disclosure Data Based on Indicators

No	Indicator	Almost Ideal	Max	Min	Total	Mean	%	SD	Category
1	Able to disclose relevant personal information (3 items)	15	15	4	933	9,61	64%	2,705	T
2	Have the desire and purpose to be open (8 items)	40	40	10	2268	23,28	58%	5,250	CT
3	Able to choose the right time when communicating (4 items)	20	20	4	1119	11,53	57%	3,195	CT
4	Having intense meeting time (4 items)	20	20	5	1223	12,60	63%	3,569	T
5	Expressing something personal and deep (8 items)	40	40	8	1928	19,87	49%	5,066	CT
Overall		135	135	31	7471	76,89	56%	19,785	CT

Table 4 shows that the indicators with the highest percentages were the ability to disclose relevant personal information (64%) and the frequency of encounters with others (63%), which were in the high category. Meanwhile, the desire to disclose oneself achieved a percentage of 58%, the ability to choose the right time achieved 57%, and the ability to reveal deeply personal matters achieved 49%. Overall, *self-disclosure*. The students were in the fairly high category with a percentage of 56%. The results of the descriptive analysis showed that the authoritarian parenting style of students at SMA Negeri 1 Ukui tended to be in the low category (47.42%), while *self-disclosure* students were in the fairly high category

(46.39%). This finding provides an initial overview of the characteristics of the two variables before testing the relationship between the variables through inferential analysis.

Discussion

Authoritarian Parenting Patterns in Students of SMA Negeri 1 Ukui

The results of the study indicate that the authoritarian parenting style received by students of SMA Negeri 1 Ukui is generally in the low category with a percentage of 47.42%. However, based on the indicator analysis, it was found that the aspect of "parents often punish if children are disobedient" had the highest percentage compared to other indicators, namely 66% and is included in the high category. This finding indicates that although most parents do not apply a full authoritarian parenting style, the practice of giving punishment as a form of control over children's behavior is still relatively common in the family environment. This condition indicates that elements of authoritarian parenting are still found in the parenting practices received by some students.

According to Baumrind, authoritarian parenting is characterized by high parental demands on children accompanied by low responsiveness to children's needs. Parents set strict rules, demand absolute obedience, and tend to use punishment as a means of controlling children's behavior. In this parenting style, communication is one-way, so children have limited space to express their opinions, feelings, and desires. As a result, children tend to grow up to be individuals who lack self-confidence, lack independence, and experience difficulties in interacting with their social environment. The findings of this study indicate that although the level of authoritarian parenting is generally low, some characteristics of this parenting style are still found in the families of students, especially in the form of punishment and strong behavioral control.

The results of this study align with research conducted by Sari (2020), which found that authoritarian parenting can have various negative impacts on children's psychological development, such as low self-confidence, anxiety, dependence on parents, and difficulty in establishing social relationships with others. Similar findings were also presented by Zukhri and Suryani, who explained that children raised in families with authoritarian parenting tend to have lower interpersonal communication skills compared to children with democratic parenting. Thus, the results of this study reinforce the view that parenting that overemphasizes control and obedience can hinder the social and emotional development of adolescents.

In the context of adolescent development, the family is the primary environment that shapes an individual's communication patterns. The communication experiences children receive at home will influence how they interact with others outside the family environment. Therefore, parenting styles that provide opportunities for children to express their opinions and feelings openly will support more positive social development than parenting styles that demand compliance without dialogue.

Self-Disclosure of Students of SMA Negeri 1 Ukui

The results of the study showed that the level of *self-disclosure* Students at SMA Negeri 1 Ukui are in the fairly high category with a percentage of 46.39%. This finding indicates that most students have a fairly good ability to express thoughts, feelings, experiences, and personal information to others. Based on the indicator analysis, the aspects that obtained the highest scores were the ability to disclose relevant personal information (64%) and the intensity of meetings with others (63%). These results indicate that students are relatively capable of sharing information appropriate to the communication situations they face and have sufficient opportunities to interact with others.

According to DeVito, *self-disclosure* Self-disclosure is the process of revealing information about oneself that was previously unknown to others. This information can include thoughts, feelings, life experiences, needs, hopes, or problems the individual is currently facing. The ability to self-disclose plays a crucial role in building healthy

interpersonal relationships because through self-disclosure, one can gain social support, improve communication, and build emotional closeness with others.

The findings of this study support the Social Penetration theory proposed by Altman and Taylor. This theory explains that the development of interpersonal relationships occurs through a process of increasingly deep and broad self-disclosure. Individuals who are able to gradually disclose personal information will find it easier to build close and meaningful social relationships. Thus, the level of *self-disclosure* which is quite high in students of SMA Negeri 1 Ukui indicates that they have relatively good interpersonal communication skills in their social environment.

The results of this study also align with research conducted by Fortuna and Aisyah (2025), which stated that self-disclosure plays a crucial role in helping individuals gain better self-understanding through feedback from their social environment. Furthermore, research by Sasferi (2023) shows that individuals with high self-disclosure tend to adapt more easily to their social environment and have more positive interpersonal relationships. Thus, the ability *self-disclosure* that students possess can be important capital in supporting their social and academic development at school. However, the study also showed that the indicator "disclosing something personal and intimate" received the lowest percentage compared to other indicators, at 49%. This finding indicates that some students still have difficulty disclosing highly personal or sensitive information to others. This condition can be influenced by various factors, such as level of trust in the interlocutor, previous communication experience, personality characteristics, and family relationship patterns.

The Relationship between Authoritarian Parenting Style and Self-Disclosure in Students of SMA Negeri 1 Ukui

The results of the Product Moment correlation analysis show that there is a significant negative relationship between authoritarian parenting styles and *self-disclosure* students of SMA Negeri 1 Ukui. The test results showed a correlation coefficient value of $r = -0.637$ with a significance value ($p < 0.05$). This finding indicates that the higher the authoritarian parenting pattern received by students, the lower the level of *self-disclosure*. Conversely, the lower the authoritarian parenting style a student receives, the higher the student's ability to be open.

This negative relationship can be explained by the characteristics of authoritarian parenting, which tends to limit two-way communication between parents and children. In an authoritarian family environment, children often receive orders rather than opportunities to discuss or express their opinions. As a result, children become accustomed to suppressing their thoughts and feelings and feel uncomfortable disclosing personal information to others. These communication experiences then carry over into the broader social environment, including school and peer interactions. The findings of this study support Baumrind's theory that authoritarian parenting can hinder the development of children's social competence. Children raised in controlling and demanding environments tend to have lower self-esteem, limited communication skills, and a tendency to withdraw from social interactions. These conditions can directly impact their social skills. *self-disclosure* because self-disclosure requires a sense of security, trust, and freedom in expressing oneself.

The results of this study also align with those of Einstein and Indrawati (2016), who found that authoritarian parenting styles are negatively related to adolescents' interpersonal communication skills. Similar findings have been suggested by various previous studies, which show that children who grow up in overly controlling family environments tend to experience difficulties in communicating their thoughts, feelings, and needs to others. Conversely, warm and communicative family environments provide opportunities for children to learn to express opinions, accept feedback, and build confidence in communication.

Based on the results of the determination coefficient analysis, authoritarian parenting patterns make a significant contribution to *self-disclosure*. However, self-disclosure is not only influenced by parenting styles. There are various other factors that influence students' abilities, *self-disclosure*, such as personality, self-concept, self-confidence, quality of friendships, social experiences, and the school environment. Therefore, improving students' self-disclosure skills requires support from various parties, including family, school, and social environment.

The findings of this study have important implications for guidance and counseling services in schools. Guidance and counseling teachers can develop service programs that focus on improving students' interpersonal communication skills and self-disclosure. Furthermore, schools can collaborate with parents through parenting programs to increase their understanding of the importance of parenting styles that support children's psychosocial development. Thus, the family and school environment can collaboratively create conditions conducive to the development of these abilities, *self-disclosure* students optimally.

CONCLUSIONS

This study shows that the authoritarian parenting style received by students at SMA Negeri 1 Ukui is generally in the low category, while the level of authoritarian parenting is high, *self-disclosure*. The students were in the fairly high category. However, characteristics of authoritarian parenting styles were still found in the form of strict control and punishment when children did not comply with parental rules. The results of the correlation analysis showed a significant negative relationship between authoritarian parenting styles and *self-disclosure* students, which means that the higher the authoritarian parenting pattern received by students, the lower their ability to open up, and conversely, the lower the authoritarian parenting pattern, the higher the level of *self-disclosure* students. These findings support the theory that communication and interaction patterns within the family play a crucial role in shaping adolescents' ability to express their thoughts, feelings, and personal experiences to others. Therefore, a more open, communicative, and supportive parenting style is needed to support the development of interpersonal communication skills and enhance their abilities, *self-disclosure* students, so that they are able to interact more positively in their family, school and community environments.

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