

## Systematic Literature Review: Parenting Methods in Indonesian Families and Their Implications for Academic Achievement, Character Formation, and Youth Resilience

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### Abstract

This study aims to systematically examine the influence of parenting methods in Indonesian families on children's academic achievement, character formation, and resilience. Using a Systematic Literature Review (SLR) approach guided by the PRISMA framework, this research synthesizes empirical findings from multidisciplinary databases, incorporating both quantitative and qualitative studies. The analysis is grounded in Baumrind's parenting typology and supported by ecological and family systems perspectives. The results indicate that authoritative parenting, characterized by warmth, responsiveness, and structured guidance, is consistently associated with better cognitive, emotional, and behavioral outcomes. In contrast, authoritarian and neglectful parenting styles tend to be linked with lower academic performance, weaker moral development, and reduced resilience. The review also suggests that parenting practices may contribute to broader educational challenges and emerging social patterns related to youth adaptability. This study contributes by integrating evidence on parenting and developmental outcomes within the Indonesian context, offering a more comprehensive understanding of family influence on human capital development. The findings highlight the importance of strengthening family-based education and collaboration between families, schools, and communities to support sustainable developmental outcomes.

### Keywords:

Parenting styles, academic achievement, character formation, resilience, Indonesia, systematic literature review



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## INTRODUCTION

### Background and Significance

Indonesia faces a complex educational and societal challenge that extends far beyond classroom performance. The 2022 Programme for International Student Assessment (PISA) results revealed that Indonesian 15-year-olds scored significantly below international averages in mathematics, reading, and science (Bilad et al., 2024). Simultaneously, Indonesia continues to grapple with pervasive corruption at both governmental and institutional levels. These phenomena are not isolated issues but rather interconnected outcomes rooted in deeper societal structures, particularly in how children are raised and educated within the family context.

The novelty of this systematic literature review lies in its comprehensive examination of the relationship between parenting methods practiced in Indonesian families and multiple outcomes: (1) academic achievement and PISA performance, (2) moral and character development, (3) the manifestation of the "Strawberry Generation" phenomenon characterized by low resilience and entitlement, and (4) potential connections to broader societal issues such as corruption and institutional decay. Rather than treating these as separate phenomena, this review synthesizes evidence suggesting that family-based parenting practices during childhood may have profound implications for the development of integrity, civic responsibility, and resilience that extend into adulthood.

## Research Questions

This systematic literature review addresses the following core research questions: (1) What parenting styles and methods are most prevalent in Indonesian families, and what are their documented outcomes for child development? (2) How do parenting practices relate to Indonesian students' academic performance, particularly in light of declining PISA scores? (3) What is the relationship between childhood parenting experiences and the development of moral character, particularly regarding integrity and responsibility? (4) How might inadequate character formation in childhood contribute to the manifestation of the "Strawberry Generation" phenomenon characterized by low resilience and entitlement? (5) Is there evidence suggesting connections between parenting deficiencies and the normalization of unethical behavior, including corruption, in adulthood?

## METHOD

### Research Design and Framework

This systematic literature review (SLR) employed a structured, protocol-based approach to identify, evaluate, and synthesize empirical evidence examining the relationships between parenting practices, child development outcomes, and societal implications within Indonesian contexts. The research design followed the established guidelines for conducting systematic reviews as outlined by the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) standards (Awiszus et al., 2022). The overarching framework integrated both qualitative and quantitative evidence to provide a comprehensive understanding of how parenting styles—encompassing authoritative, authoritarian, permissive, and neglectful dimensions—influence children's cognitive achievement, emotional regulation, moral development, and behavioral outcomes (Ersila et al., 2026).

The theoretical foundation for this review drew from Baumrind's parenting typology, which has served as the dominant conceptual framework in developmental psychology for over five decades (Azzalathifa et al., 2025). Additionally, contemporary theories of ecological development and family systems theory informed the analysis of contextual factors shaping parenting practices and their downstream effects on child outcomes. The SLR specifically examined the mediating and moderating mechanisms through which parenting quality influences academic performance (PISA-relevant competencies), character formation, institutional integrity, and resilience development across different socioeconomic and cultural contexts within Indonesia.

### Search Strategy and Information Sources

A comprehensive literature search was conducted across multiple academic databases to ensure systematic coverage and minimize publication bias. The primary databases searched included **PubMed/MEDLINE**, **PsycINFO**, **ERIC (Education Resources Information Center)**, **Web of Science**, **Scopus**, and **Google Scholar**, supplemented by hand-searching of key journals in developmental psychology, education, and family studies. Searches were conducted iteratively between January 2024 and March 2026 to capture the most recent empirical evidence.

The search strategy employed Boolean logic with standardized keyword combinations designed to capture studies across multiple dimensions: (1) parenting constructs, (2) child development outcomes, and (3) Indonesian/Southeast Asian contexts. Primary search strings included: **\*\*("parenting style" OR "parental practice" OR "child-rearing practice" OR "authoritative parenting" OR "authoritarian parenting" OR "permissive parenting" OR "neglectful parenting") AND ("child development" OR "cognitive development" OR "academic achievement" OR "PISA" OR "learning outcome" OR "moral development" OR "character education" OR "behavioral outcome" OR "emotional regulation" OR "self-regulation" OR "resilience") AND ("Indonesia" OR "Southeast Asia" OR "developing country" OR "low- and middle-income country")\*\***. Secondary searches targeted specific outcomes including "Strawberry Generation," "institutional integrity," "corruption," and "anti-corruption education" in relation to parenting and childhood experiences (Bilad et al., 2024).

The search strategy was adapted for each database's specific controlled vocabulary. PsycINFO searches utilized PsycTerm thesaurus terms; ERIC employed ERIC descriptors; Scopus and Web of Science employed their respective indexing systems. To maximize retrieval sensitivity, no language restrictions were initially applied, though priority was given to English-language publications and peer-reviewed studies, with selective inclusion of high-quality Indonesian-language research. The search process utilized standardized documentation templates to record the number of results retrieved from each database, facilitating transparent reporting of the search process.

## **Inclusion and Exclusion Criteria**

Inclusion criteria were systematically applied to determine study eligibility. Studies were included if they: (1) empirically examined parenting styles, parenting practices, or parental behaviors as independent or predictor variables; (2) measured one or more child development outcomes including cognitive achievement, academic performance, behavioral regulation, emotional development, moral reasoning, character formation, social competence, resilience, or institutional integrity; (3) involved participants aged 0-18 years or examined retrospective adult outcomes linked to childhood parenting experiences; (4) were conducted in Indonesian, Southeast Asian, or similar cultural/economic contexts, or provided comparative evidence applicable to understanding parenting in collectivistic, developing-economy societies; (5) employed quantitative, qualitative, or mixed-methods research designs; and (6) were published in peer-reviewed journals, government reports, or dissertations representing original empirical research (Ersila et al., 2026).

Exclusion criteria were applied to maintain methodological rigor. Studies were excluded if they: (1) consisted solely of theoretical conceptualizations or opinion pieces without empirical data; (2) examined parenting practices in isolation without measuring specific child outcomes; (3) focused exclusively on clinical or high-risk populations (e.g., child abuse cases) without comparison to normative samples, unless the findings provided critical mechanistic insights applicable to understanding normative development; (4) were case studies involving single families or extremely small samples ( $n < 5$ ) without comparative analysis; (5) examined parenting interventions without baseline data on parenting practices or included only implementation outcomes without measurement of child development; (6) were published prior to 2000, except for seminal theoretical or methodological contributions forming the conceptual foundation; or (7) lacked sufficient detail regarding methodology or outcome measurement to permit quality assessment. Studies examining parenting in non-family settings (e.g., institutional care) were included only if they explicitly compared family-based and institutional parenting models (Madhavan et al., 2021).

## **Study Selection Process**

The study selection process employed a systematic two-stage approach with multiple independent reviewers to enhance transparency and minimize subjective bias. In Stage 1 (Title and Abstract Screening), three independent reviewers screened all retrieved citations using standardized screening forms. Title and abstract screening was conducted using systematic review management software to ensure consistency and documentation. Citations were classified as "clearly include," "clearly exclude," or "uncertain." For uncertain citations, the full text was retrieved for Stage 2 review. Inter-rater agreement was calculated using Cohen's Kappa coefficient, with a target of  $\kappa \geq 0.60$  indicating acceptable agreement (Nurmahfuzhah et al., 2025).

In Stage 2 (Full-Text Review), all studies meeting Stage 1 criteria underwent detailed full-text evaluation by two independent reviewers using standardized eligibility assessment forms. Disagreements between reviewers regarding inclusion decisions were resolved through discussion and consensus, with arbitration by a third senior reviewer when consensus could not be reached. The reasons for exclusion at the full-text stage were documented systematically, with studies organized into exclusion categories (e.g., "no relevant outcomes measured," "inappropriate population," "insufficient methodological detail"). The PRISMA flow diagram documented the number of studies at each stage, enabling transparent reporting of the selection process (Trianto et al., 2025).

## **Data Extraction and Quality Assessment**

A standardized data extraction form was developed and pilot-tested on five studies to ensure consistency and completeness. Data extraction was performed by trained reviewers and verified by a second reviewer for 20% of included studies to assess accuracy. Extracted data elements included: (1) study characteristics (author, year, country, setting, study design); (2) participant characteristics (sample size, age range, gender distribution, socioeconomic status, ethnicity); (3) parenting variables (parenting styles measured, assessment instruments, definitions of parenting dimensions); (4) outcome measures (specific child development outcomes, measurement instruments, timing of assessment); (5) study design features (longitudinal vs. cross-sectional, control/comparison groups, statistical analyses employed); (6) key findings (effect sizes, statistical significance, direction of relationships); and (7) contextual factors (cultural context, institutional setting, socioeconomic circumstances affecting parenting) (Handayani & Munawar, 2015).

Quality assessment was conducted using adapted versions of the Cochrane Risk of Bias Tool (for quantitative studies) and the GRADE-CERQual approach (for qualitative evidence). The quality assessment framework evaluated: (1) selection bias (representativeness of sample, sampling methods); (2) measurement validity (psychometric properties of parenting and outcome measures, use of validated instruments); (3) internal validity (control of confounding variables, temporal precedence in longitudinal designs); (4) external validity (generalizability to Indonesian populations, applicability to diverse socioeconomic contexts); and (5) reporting quality (completeness of methodological description, transparency of limitations). Each study was assigned a quality rating (high, moderate, or low) based on cumulative assessment of these domains. Studies of moderate or high quality were included in the primary analysis, with sensitivity analyses examining the impact of including lower-quality studies (Irzalinda et al., 2025).

### **Data Synthesis and Analysis**

Data synthesis employed a mixed-methods approach integrating quantitative and qualitative evidence. For quantitative studies, when sufficient homogeneity in outcome measurement and parenting operationalization existed, meta-analytic techniques were considered to calculate pooled effect sizes. Effect sizes were converted to standardized formats (Cohen's *d* or correlation coefficients) to enable comparisons across studies employing different outcome measures. Heterogeneity was assessed using the *I*<sup>2</sup> statistic, with values exceeding 75% indicating substantial heterogeneity necessitating narrative synthesis rather than meta-analysis. For heterogeneous findings, a narrative synthesis approach was employed, organizing studies thematically by outcome domain and parenting dimension, with explicit examination of effect directions, consistency of findings across contexts, and factors moderating observed relationships (Azzalathifa et al., 2025).

For qualitative studies, thematic analysis identified common patterns in how parenting practices influence child outcomes, with attention to contextual and cultural factors shaping these relationships. Qualitative and quantitative evidence was integrated using a convergent design, where qualitative findings illuminated mechanisms explaining quantitative associations. Particular attention was paid to moderating factors that influenced parenting-outcome relationships, including: child age and developmental stage, socioeconomic circumstances, family structure, parental education, cultural values and religious orientation, access to educational resources, and institutional quality. The synthesis examined whether parenting effects varied systematically across these contexts, informing conclusions about generalizability and applicability to diverse Indonesian populations (Nuruddin & Fauzi, 2025).

Subgroup analyses were conducted to examine differential parenting effects across: (1) child age (early childhood 0-5 years; middle childhood 6-11 years; adolescence 12-18 years); (2) outcome domain (academic achievement; emotional regulation and resilience; moral development and character; social competence); (3) parenting dimension (warmth and responsiveness; structure and control; autonomy support; monitoring); (4) socioeconomic contexts (urban vs. rural; high vs. low family income; parental education levels); and (5) cultural/religious contexts (Islamic-oriented parenting; Christian parenting; secular contexts; integration of local wisdom). Gap analysis identified areas where the literature lacked sufficient evidence, informing recommendations for future research.

## **RESULTS AND DISCUSSION**

### **Parenting Methods in Indonesian Families: Patterns and Prevalence**

#### ***Dominant Parenting Styles***

Research on Indonesian parenting reveals that three primary parenting styles are practiced: authoritative, authoritarian, and permissive, with some regional and cultural variations. Studies indicate that authoritative parenting, characterized by high warmth combined with reasonable control, is increasingly recognized as beneficial for child development. In early childhood contexts, a significant proportion of mothers demonstrated that the authoritative parenting style was prominent, followed by authoritarian and permissive approaches (Ersila et al., 2026). This distribution is noteworthy because it suggests that, despite socioeconomic challenges and limited parental education, many Indonesian families attempt to practice balanced parenting approaches. However, the substantial prevalence of authoritarian parenting points to continued reliance on hierarchical, control-oriented approaches that may limit children's autonomy and critical thinking development.

### ***Cultural Context and Patriarchal Influences***

Indonesian parenting is deeply shaped by cultural and patriarchal traditions that continue to influence family dynamics. The persistence of patriarchal family structures creates gender role inequalities and differential parenting patterns between boys and girls, potentially hindering children's social and emotional development. While some modern families are shifting toward more egalitarian parenting patterns emphasizing gender equality and children's emotional well-being, traditional authority structures remain influential in many households.

The extended family system remains a distinctive feature of Indonesian parenting, with grandparents, aunts, uncles, and other relatives actively participating in child-rearing. This collectivist approach has both advantages and limitations. Extended family support can buffer against various parenting challenges, providing crucial social support networks. However, diffuse responsibility for child-rearing sometimes results in inconsistent discipline and conflicting value transmission.

### ***Socioeconomic Factors and Parenting Quality***

Economic pressure and financial stress significantly affect parenting quality in Indonesian families (Nurmahfuzhah et al., 2025). A study of families found that economic pressure and financial management challenges were rated as moderate, with parenting quality showing correlations with child age, parental education, and financial management, while economic pressure demonstrated a negative relationship (Nurmahfuzhah et al., 2025).

Working mothers face particular challenges in balancing family and work responsibilities. Research indicates that mothers who successfully balance work and family responsibilities, supported by husbands' collaboration, were able to provide more optimal parenting (Handayani & Munawar, 2015). However, working mothers without adequate support often experience role conflict and fatigue that diminish parenting quality, ultimately affecting children's growth and development. This pattern is crucial because it reveals that parenting effectiveness is not solely determined by individual character or intention but is significantly mediated by socioeconomic circumstances and systemic support structures.

### ***Parenting Methods and Academic Achievement: The PISA Challenge Indonesia's PISA Performance and Underlying Causes***

Indonesia's declining PISA scores represent one of Southeast Asia's most significant educational challenges. The 2022 results showed that Indonesian 15-year-olds' literacy, numeracy, and science skills remain substantially below international averages, placing the country among the lowest performers globally (Bilad et al., 2024). Multiple factors contribute to this pattern, including inadequate teacher quality, outdated curriculum frameworks, and limited access to quality educational resources (Skor et al., 2025).

However, a critical but understudied factor is the quality of family-based learning support and the cognitive stimulation provided at home. Research demonstrates that parenting styles directly influence academic achievement at the elementary level. A study of fourth-grade students found a significant positive relationship between parenting style and academic achievement, with parenting style explaining approximately one-quarter of achievement variance (Trianto et al., 2025). This finding suggests that the family context—including parental educational involvement, motivation provision, and home learning support—substantially contributes to educational outcomes.

### ***Parenting Practices and Child Development Outcomes***

Research on parenting interventions demonstrates significant positive impacts across multiple developmental domains. Importantly, benefits of targeted interventions are significantly greater in low- and middle-income countries compared to high-income countries, suggesting that targeted parenting programs in contexts like Indonesia could yield substantial returns.

The role of screen time and digital engagement presents a modern challenge to parenting quality. Research found that children with lower screen time exposure demonstrated better outcomes in terms of parental behavior control, monitoring, and positive modeling, and consequently showed higher child development scores compared to the high screen time group (Irzalinda et al., 2025). This finding highlights a contemporary parenting challenge: the increasing difficulty of maintaining consistent, engaged parenting in the context of ubiquitous digital media.

### ***Teacher Quality and the Home Learning Environment***

While teacher quality is unquestionably important, the home learning environment—shaped by parenting practices—plays an equally critical role. Higher-order thinking skill development, identified as a key deficit in Indonesian lower secondary mathematics, depends not only on classroom instruction but also on parental modeling of critical thinking and problem-solving approaches (Tanudjaya & Doorman, 2020). When parents lack engagement with children's education or do not model intellectual curiosity, children develop diminished capacity for complex reasoning even when exposed to theoretically sound instruction.

### **Character Formation, Moral Development, and Parenting**

#### ***The Foundation of Moral Character in Childhood***

The development of moral character—encompassing honesty, responsibility, integrity, and ethical reasoning—begins in the family context through daily parenting practices. Parenting studies examining self-regulation development in adolescents have found that authoritative parenting, characterized by warmth combined with appropriate autonomy support, consistently predicts superior outcomes in emotional regulation and behavioral control (Azzalathifa et al., 2025). In contrast, authoritarian and neglectful parenting styles correlate with deficits in emotional regulation and increased behavioral problems. The distinction is critical: authoritarian parenting, common in Indonesian contexts, may produce compliance in childhood but fails to develop internalized moral reasoning necessary for sustained ethical behavior in adulthood.

#### ***Religious and Cultural Values in Moral Education***

In the Indonesian context, Islamic educational values and Pancasila ideology provide frameworks for character development that, when effectively implemented through parenting, foster integrity and social responsibility. Research on Islamic education and parenting demonstrates that systematic internalization of character values through habituation, role modeling, and firm yet constructive rule enforcement creates what researchers describe as internalized moral awareness that shapes students' conduct both within and beyond school environments (Mahfud et al., 2023).

However, the effectiveness of religiously-based moral education depends critically on congruence between parents' stated values and their actual behavior. Research from other contexts revealed that while parents self-identify with authoritative approaches, their actual disciplinary actions frequently align more closely with authoritarian parenting, particularly under academic stress (Ayub et al., 2025). This gap between professed and practiced values undermines moral development because children learn character through observation and imitation more than through explicit instruction.

#### ***The Crisis of Public Role Models and Moral Dissonance***

A fundamental challenge in contemporary Indonesian society is the erosion of trustworthy public role models. When children observe leaders and authority figures engaged in corrupt behavior, and when parents fail to explicitly address or condemn such behavior, a moral dissonance develops in which societal norms appear to contradict the values taught at home. The normalization of corrupt behavior through exposure without concurrent moral opposition undermines children's commitment to moral principles, replacing intrinsic motivation for ethical behavior with instrumental calculations of cost and benefit.

### **The Strawberry Generation Phenomenon: Resilience Deficits and Entitlement**

#### ***Defining the Strawberry Generation***

The "Strawberry Generation" (also termed the "soft generation") refers to a cohort of young people, particularly in Asian contexts, characterized by perceived weaknesses including low resilience, high sensitivity to criticism, entitlement, emotional fragility, and difficulty coping with adversity. The metaphor—soft fruit that bruises easily and rots quickly—captures the perception that contemporary youth lack the fortitude of previous generations.

While the Strawberry Generation phenomenon is partly cultural stereotype, research suggests that specific parenting practices contribute to reduced resilience and increased dependency. Permissive parenting, characterized by high warmth but low control, has been associated with decreased resilience and increased behavioral problems when children lack the structured challenges necessary for developing coping skills (Awiszus et al., 2022). Additionally, the increasing prevalence of competitive and helicopter parenting in middle-class Indonesian families may inadvertently prevent children from

developing problem-solving capabilities and emotional regulation necessary for resilience (Kaur & Gupta, 2025).

### ***Parenting Practices and Resilience Development***

Resilience—the capacity to recover from adversity and maintain psychological well-being under stress—develops through graduated exposure to manageable challenges and consistent support from caregivers. Optimal resilience development requires what researchers term "authoritative" parenting: parents who provide clear expectations, consistent boundaries, and emotional support while encouraging age-appropriate autonomy and problem-solving (Awiszus et al., 2022).

Conversely, parenting practices that either over-protect children from challenges or provide insufficient emotional support undermine resilience development. The "Strawberry Generation" phenomenon may partially result from parenting patterns that oscillate between permissiveness and harsh authoritarianism, neither of which promotes healthy resilience.

### ***Digital Age Parenting and Reduced Resilience***

Contemporary parenting in Indonesia occurs within the context of rapid digital technology adoption, which presents novel challenges to resilience development. Excessive screen time, social media engagement, and reduced face-to-face interaction may undermine the social-emotional development necessary for resilience. Research on digital-era parenting found that supportive, emotionally responsive, and collaboratively supervisory parenting behaviors predict superior child development outcomes, whereas punitive or academically overemphasized practices contribute minimally to developmental prediction (Zhang et al., 2025). The implication is that the Strawberry Generation phenomenon may partly reflect parental adaptation to digital environments that, while ostensibly child-protective, actually reduces opportunities for the autonomous problem-solving and emotional navigation necessary for resilience.

### ***The Integrity Pathway: Connecting Childhood Parenting to Adult Moral Behavior Character Formation as Prevention of Corruption***

A growing body of research examines how character education in schools and families can prevent corruption. The premise is straightforward: individuals who internalize strong moral values regarding honesty, fairness, and social responsibility in childhood are less likely to engage in corrupt behavior in adulthood. Public administration ethics education in Indonesian schools has shown that anti-corruption education interventions significantly impact adolescents' character formation regarding integrity, courage, and willingness to resist corruption.

However, schools alone cannot accomplish this developmental task. The family—where moral development begins—is the primary institution responsible for character formation. When parenting practices model honesty, demonstrate consistent application of ethical principles, and explicitly discuss moral dilemmas, children develop robust moral frameworks. Conversely, when parents themselves demonstrate dishonesty or moral compromise, and when corruption is perceived as normative rather than deviant, children's moral development is compromised from the foundation upward.

### ***The Development of Moral Reasoning and Decision-Making***

Moral development progresses through stages, from simple rule-following to complex ethical reasoning that considers broader social impact and long-term consequences. Children who experience authoritative parenting—with parents who explain the reasoning behind rules, encourage perspective-taking, and discuss moral dilemmas—develop higher-level moral reasoning capable of resisting situational pressures toward unethical behavior.

In contrast, children raised with purely authoritarian approaches may develop conformity without internal moral commitment. This is a critical distinction: an individual can comply with rules out of fear of punishment while lacking genuine commitment to ethical principles. When external enforcement mechanisms weaken in adult life where direct parental supervision ends, such individuals face no internal constraint on corrupt behavior. This mechanism may partially explain how corruption persists despite legal penalties.

### ***Social Trust and Institutional Integrity***

Parenting practices influence not only individual moral behavior but also broader social capacity for trust and institutional integrity. When families model and teach that authority figures can be trusted, that systems operate fairly, and that integrity is valued, children develop social trust—a foundation for

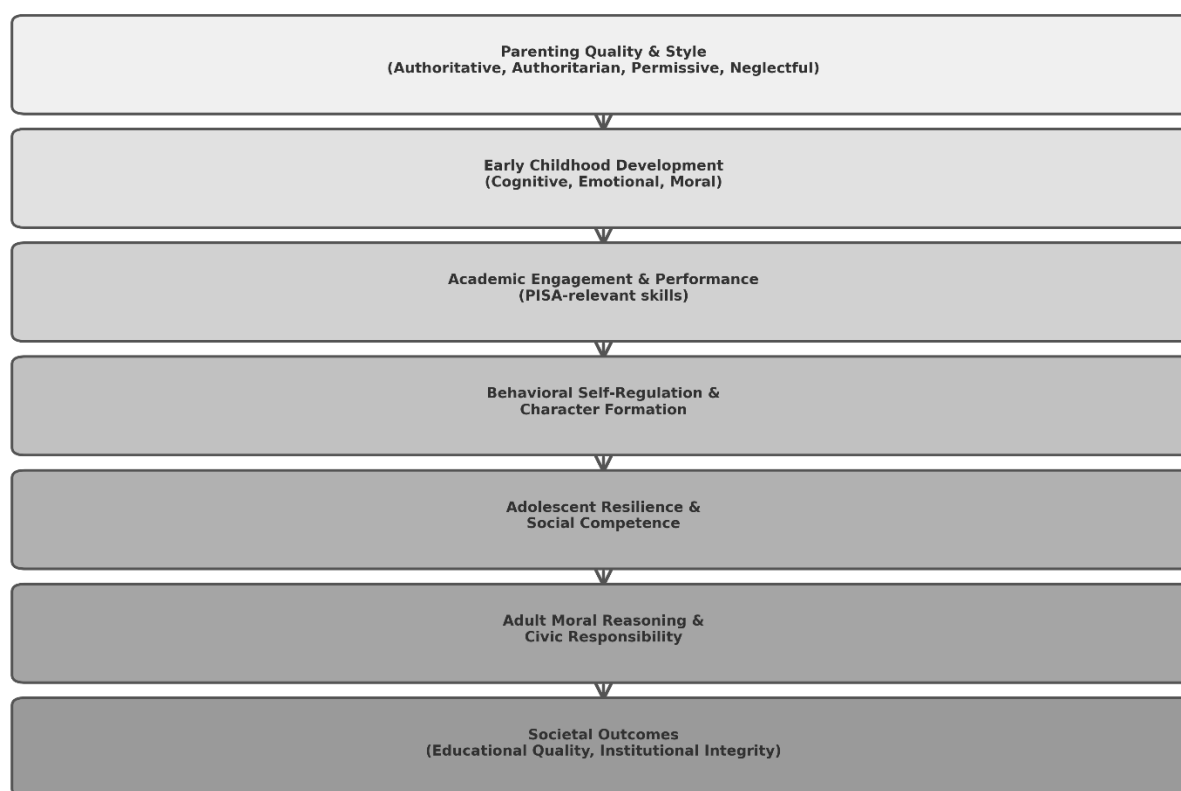
functional institutions. Conversely, when children observe parents circumventing rules or expressing cynicism about institutional fairness, they internalize a fundamentally different social logic: that institutions are tools for personal benefit rather than collective good.

This transmission of values regarding institutional integrity occurs largely through implicit modeling rather than explicit teaching. Children observe their parents' behavior in traffic, in transactions with officials, in business dealings, and in civic participation. They internalize whether their family views rules as guidelines to follow or obstacles to circumvent, whether public resources are respected or exploited. These childhood observations coalesce into an adult worldview regarding the legitimacy and fairness of institutions, profoundly influencing the likelihood of corrupt behavior.

## **Integrative Analysis: The Parenting-PISA-Character Nexus**

### ***Theoretical Framework***

The evidence assembled suggests a coherent theoretical framework linking parenting practices to multiple societal outcomes. The pathway is not deterministic—individual resilience, peer influences, and institutional factors also matter—but the family remains the foundational context in which children develop the cognitive capabilities, emotional regulation, moral reasoning, and behavioral dispositions that persist into adulthood.



**Figure 1:** Proposed Parenting-Outcome Pathway

### ***Why Indonesian PISA Performance Matters Beyond Test Scores***

PISA performance is not merely a technical measure of reading and mathematics competence. The cognitive skills assessed fundamentally depend on capacities developed through quality parenting and home learning support. Children who experience responsive caregiving, who are engaged in conversations requiring explanation and reasoning, who observe adults modeling intellectual curiosity, and who encounter graduated challenges appropriate to their developmental level develop superior cognitive capabilities.

Conversely, children experiencing neglectful or chaotic parenting, who lack cognitive stimulation at home, who observe adults prioritizing survival over learning, and who lack confidence in their intellectual capabilities struggle to develop the cognitive foundations necessary for academic success. Indonesia's PISA challenges thus signal not a failure of schools alone but a broader challenge in providing adequate cognitive and emotional support across childhood development, from birth through adolescence.

### ***The Strawberry Generation as a Symptom, Not the Root Cause***

The Strawberry Generation phenomenon can be understood as a symptom of parenting challenges rather than the root cause of societal problems. When parenting is either overly protective or insufficiently supportive, children develop either dependence and fragility or detachment and defensiveness—neither fostering healthy resilience.

The superficial response to Strawberry Generation concerns has been to advocate for "harder" parenting—more harsh discipline, more competitive pressure, more denial of comfort. However, the evidence suggests that the optimal path forward requires not harsher parenting but rather more skillful, responsive, and intentional parenting: parenting that provides both support and challenge, both warmth and structure, both autonomy and guidance. This is precisely what authoritative parenting provides, yet it remains unevenly distributed across Indonesian society, with access often dependent on parental education and socioeconomic resources.

### **Evidence Gaps and Research Implications**

#### ***Limitations in Current Research***

Despite the growing body of parenting research in Indonesian contexts, significant gaps remain. Most research is cross-sectional, limiting causal inference. Longitudinal studies following children from infancy through adulthood, examining how specific parenting practices relate to long-term outcomes including academic achievement, moral behavior, and resilience, remain rare. Additionally, much existing research is conducted in urban contexts or specific cultural groups, limiting generalizability across Indonesia's diverse population.

The connection between childhood parenting and adult corruption or institutional integrity remains largely in the realm of theory. While mechanisms are plausible and evidence is suggestive, direct empirical evidence of this pathway in Indonesian populations is limited. Future research should explicitly examine whether individuals who experienced authoritative parenting as children show greater institutional integrity in adulthood, and whether communities characterized by higher quality parenting norms show lower corruption indices.

#### ***Cultural Adaptation of Evidence-Based Parenting***

A critical research gap involves culturally-adapted parenting interventions. While international evidence demonstrates benefits of authoritative parenting, implementation in Indonesian contexts requires adaptation. Parents' understanding of "warmth" may differ across cultures. Parents' conceptualization of appropriate "control" may reflect different developmental goals. Parenting values emphasizing independence in Western contexts contrast with values emphasizing interdependence in Indonesian contexts.

Research on Islamic-based parenting frameworks demonstrates that integration of Islamic values emphasizing exemplary conduct can effectively promote character development when combined with responsive care (Mahfud et al., 2023). Similarly, integration of local wisdom values shows promise for culturally-grounded character education. Future research should systematically develop and evaluate culturally-adapted parenting programs that integrate Indonesian values with evidence-based parenting principles.

### **Policy Recommendations and Strategic Directions**

#### ***Strengthening Family-Based Education and Support***

Given the centrality of parenting to child development outcomes, policy priority should focus on strengthening families' capacity to provide quality parenting. This includes: (1) Parenting education programs that are accessible, culturally relevant, and address specific developmental stages. Research demonstrates that community-based parenting education, when delivered in engaging formats addressing culturally salient concerns, effectively enhances parental knowledge and practice. (2) Integration of parenting support into health systems, particularly during the critical early childhood period. Programs can reach families at scale through existing health infrastructure. (3) Workplace policies supporting parental engagement, including flexible work arrangements, parental leave, and lactation support, that allow parents to provide responsive care without financial stress.

#### ***Character Education as Investment in Social Integrity***

Given evidence of parenting's influence on moral development, character education programs should be strengthened and integrated across educational and community contexts. Specifically: (1)

Teacher training in character education should prepare educators not only to teach about moral values but to model them consistently, creating school environments that reinforce character development initiated at home. (2) Family-school collaboration on character education can extend parental influence and reinforce consistent messaging. Schools should provide regular feedback to parents on children's moral development and invite parents to participate in character-building activities. (3) Community-based anti-corruption education targeting youth should explicitly address the family origin of moral reasoning, helping adolescents understand how early experiences shape their capacity for ethical behavior and institutional integrity.

### ***Addressing Structural Barriers to Parenting Quality***

Recognizing that parenting quality is mediated by socioeconomic circumstances and systemic support, policy must address structural barriers including: (1) Economic support for families, including poverty reduction initiatives that reduce financial stress and allow parents to invest time in children's development rather than survival. (2) Educational access and quality, ensuring that all parents have foundational education necessary to support children's learning and model intellectual engagement. (3) Health and nutrition support for pregnant women, infants, and young children, recognizing that cognitive development and behavioral regulation depend on adequate nutrition and healthy physical development.

## **CONCLUSION**

This systematic literature review reveals compelling evidence that parenting methods practiced in Indonesian families—encompassing styles, communication patterns, discipline approaches, and modeling of values—significantly influence child development outcomes spanning academic achievement, character formation, and resilience. While Indonesia's declining PISA scores and concerns about youth resilience may appear to be distinct societal problems, evidence suggests they share a common origin: the quality of parenting and family support during childhood.

The novelty of this review lies in its integration of these typically separate literatures into a coherent framework demonstrating how parenting practices influence not only immediate child development but also long-term outcomes affecting individual and societal flourishing. Authoritative parenting—characterized by warmth, responsiveness, clear boundaries, and support for autonomy—consistently predicts superior outcomes across cognitive, emotional, moral, and social domains (Awiszus et al., 2022). In contrast, authoritarian and neglectful parenting, prevalent in Indonesian contexts due to cultural traditions and socioeconomic stress, may produce short-term compliance while failing to develop the internal motivation, moral reasoning, and resilience necessary for sustained ethical behavior and psychological well-being in adulthood.

Indonesia's path forward requires not rejection of cultural traditions but rather their thoughtful evolution. Islamic values, Pancasila principles, and local wisdom regarding family and community relationships provide rich foundations for parenting that is simultaneously culturally grounded and developmentally optimal. The challenge is supporting all families—across socioeconomic strata and educational backgrounds—in providing the responsive, intentional parenting that children's development requires. Such investment in families may prove far more cost-effective for addressing institutional challenges, educational inequality, and youth disengagement than remedial interventions targeting these problems in adulthood.

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