ANALYSIS OF PARENTING BEHAVIOR AND ADOLESCENT MISBEHAVIOR AT FAVORITE SCHOOL FACING GLOBALIZATION ERA IN INDONESIA

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〔Abstract〕

Globalization brings new stresses, new challenges and new opportunities. In spite of the benefits of globalization in distributing technology, globalization has negative aspects in the form of mass media. However, on another side, Indonesian parents also complain that they find it difficult to understand their children, especially when they discuss about technology and modern issues. The aims of the study are: (a) to investigate whether parents aware of globalization and its effect to their area in Indonesia (b) to analyze the condition of adolescent misbehaviour that occurred at favorite schools in Indonesia (c) to find how parents control and warmth over students in favorite school.

Due to the increase in risks caused by globalization, parental control and parental warmth are still necessary in deterring risky behaviors through this ambiguous period. Burt C. H., et al (2006) said low self-control and warmth significantly correlated with negative behavior.

This study is a quantitative study as it examined the correlation of parental control and warmth at favorite school in the era of globalization with adolescent misbehavior. The researcher distributed questionnaires for parents and student who registered for favorite school. Questionnaires were distributed on August 2016 until September 2016, at one of favorite junior high school and senior high school in 5 provinces in Indonesia such as Jakarta, Nangroe Aceh Darusalam (Aceh), Bali, Papua and Yogyakarta. The amount of data collected was 1800 questionnaires for parents and 1800 questionnaires for student, total 3600 questionnaires.

The researcher examined adolescent misbehavior and less parental control and warmth at favorite school in 5 regions of Indonesia, especially in Jakarta and few at Bali. Furthermore, the impact of the variables, adolescent misbehavior has a significant relation with less parental control and warmth.

Keyword: Parent behavior, adolescent misbehavior, Globalization

Introduction

Education is one of the keys to the intellectual and professional development in facing stronger and global competion in Indonesia. However, education in Indonesia still has several problems related to quality and access as well as the even distribution of well-trained teachers, but Indonesia is diverse with its culture, so in order to think about education in Indonesia, we have to pay attention to the differences in culture and economic development.

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Indonesia has 34 provinces, eight of which have been created since 1999, namely: North Maluku, West Papua, Banten, Bangka–Belitung Islands, Gorontalo, Riau Islands, West Sulawesi and (in late 2012) North Kalimantan. Indonesia also has five provinces with special status: Aceh, Special Region of Yogyakarta, Papua, West Papua, and Special Capital Region of Jakarta. Limited access to education in rural areas has contributed to increased urbanization as families relocate to cities in order to acquire better education. Every parent would want their children to be enrolled in a good school. For their children's better future, so many parents those who live in the big cities struggle to register their children to enter favorite school. Unfortunately, the tuition fee of a favorite school is not cheap. Meanwhile, for the free school, the facilities provided are not good enough. The fine management of favorite school will help teenager to prevent bad influence from society (Setiawan, 2009). However, introducing adolescents to favorite school as an effective solution for the them to be spared from the influence of the negative environment is still questionable.

The effect of globalization has transformed virtually in all aspects of modern life–our jobs, our culture, and our relation with one another. Globalization brings new stresses, new challenges, and new opportunities. In spite of the benefits of globalization in distributing technology, it also has negative aspects in the form of mass media. One of those negative effects for adolescents is that it can dramatically destroy the moral values with pornography and have attracted the warmth of school students to such programs (Sutter, 2000).

Globalization influences cause significant changes in family relationships and interactions. This rapid change in Indonesia's society reflects on family life. For example, with both parents have become preoccupied with paid work, the children might find plenty of time to watch television, use the internet, and browse what they desire with decreasing parental guidance. At the same time, many Indonesian parents only know little about using media and technology. Therefore, as a result, their children learn about foreign culture and ideas by them self. These can differ greatly from what they had learned from their parents, school curriculum, and their society. This new social context has also created a condition where children have started to break family rules and do what they want to do, and often against their parents' advice (Al-Rumizan, 2009). Recently, Indonesia parents have been complaining that their children imitate foreign cultures and break family rules. In addition, they also find it hard to understand their children, especially when they discuss technology and modern issues. At the same time, the children feel that their parents do not care enough about them because of the multiple responsibilities outside the home that their parents carry (Al-Shiki, 2010). Although parents attempt to manage these problems, they have not reached satisfactory outcomes because these issues are greater than their ability to change the situation.

Because of the reasons stated previously, many parents prefer school to be the place to provide the best education for their children. This is because of the confusion of parents as they have been working to fulfill the necessities of life. Therefore, objectively parents require

certain agencies to replace their duty as a good educator. In addition, in the era of globalization nowadays made outside influence coming into Indonesia. Western culture which is full of freedom and possesses different values compared to the culture of Indonesia have entered freely into the country.

This study was guided by the main research question: How the changing nature of Indonesian society affected the ways in which Indonesian parental control and warmth to students at favorite school? The main research questions can be further divided as follows: (1) How parent recognize globalization effect at their area in Indonesia? (2) How adolescent misbehave at a favorite school in Indonesia? (3) How parent's control and warmth have occurred in modern Indonesia? This research aims: (a) to investigate whether parents aware of globalization and its effect to their area in Indonesia (b) to analyze the condition of adolescent misbehavior that occured at favorite schools in Indonesia (c) to find how parents control and warmth over students in favorite school.

Theoretical Framework

Parenting Behavior in the Globalization Era

Globalization becomes a word that is commonly used in the 1990s to describe the widening and deepening of international flows of trade, finance, and information in the integrated economic market. Globalization is not a single concept that can be easily defined. Globalization processes are complex and impact differently in different circumstances and locations. Research into globalization, however, has clarified a number of elements generally discussed in examining processes and outcomes. Earlier definitions focused on its economic aspects, with the more recent emphasis being on the exchange of views, cultures, and ideas (Al-Rodhan, 2006). The term globalization can be said to include economic integration. It also refers to the transfer of policies, knowledge, ideas, thoughts, and culture, which stimulate relationships with, and dialogue between, individuals globally (Salem, 2006). When applying the concept of globalization to parent-children communication, many scholars argue that macro system factors such as economics and ideology come from abroad and spread via media and technology, and these contribute to interchanging views and enhance cultural differences within families (Al-Saif, 2003). Media and technology play a vital role in changing family members' thoughts by globally promoting ideas and ideologies (Al-Shiki, 2010). New ideas gained by family members, especially children, in turn, shape family members' daily interactions (Sari, 2008). Therefore, the global exchange of ideas is the most important aspect of globalization processes that will be of interest in this study. Researcher uses the definition of globalization provided by Loannou, Mechili, Kolokathi and Diomidous (2013): "The process of international integration arising from the interchange of world views, products, ideas, and other aspects of culture".

Consistent with the importance of studying adolescent development in facing globalization,

the family has been a primary focus of studies in the area of developmental psychopathology (Cummings, Davies, & Campbell, 2000). It is stated within this literature that parenting behavior is characterized by a balance of warmth (i.e., support, involvement, open communication) and control (i.e., awareness of children's activities inside and outside the home, e.g., television programs watched, homework completed, school activities, peer activities).

A Focus on Indonesian Parental Control and Warmth

Two broad and universal dimensions of parenting practices have been recognized as critical components of the parenting practices from the past two decades namely parental warmth and parental control (Suchman, Rounsaville, DeCoste & Luthar, 2007). These parenting practices have a direct effect on child development outcomes (Darling and Steinberg, 1993). Due to the increase in the risky cause of globalization, parental control and parental warmth are still necessary for deterring risky behaviors through this globalization era.

Baumrind (1967) first conceptualized a typology for parental control and warmth styles. Parental control consists of behaviors that parents use to manage, regulate, and supervise their children (Barber, 1996). Parental control is defined as the attempts that parents make to impede their children's development of independence and autonomy. This dichotomous conceptualization enables investigation of the differential effects of each type of control on children. Meanwhile, Sewell and Higgins (2014) said that parental warmth seems to have a more positive effect on children's development. Additionally, parent's warmth can also be a useful to prevent negative behavior. In accordance with Sewell and Higgins, Burt C. H., et al (2006) also said low self-control and warmth significantly correlated with negative behavior.

This research focused on non-Western cultures which in this case is Indonesia. Indonesia is a highly culturally diverse society with more than 200 different ethnicities represented. One of the charateristics of Indonesian natives is that they are divided into various ethnicities. Therefore, it is possible that adolesents from different Indonesian ethnicities may receive different kinds of parental control and and level of warmth as their parents might, likewise, adhere to different cultural and parenting values. Alternatively, given that Indonesia as a whole is heavily influenced by the modern environment of globalization and rapid cultural change (Riany, Meredith, & Cuskelly, 2016), a contrasting theoretical possibility is that, irrespective of ethnicity, Indonesian parents as a whole may be more Western in cultural values and orientations than parents in some other East Asian societies (Riany et al., 2016). Thus, in exploring Indonesian parental control and warmth, this research opened to the possibility that there could be differences within Indonesian society among different residential locales and/or ethnic groups. This is because previous studies that have explored these parenting variables in Indonesia, as well as those that have done so in relation to parental control and warmth, are hard to find. Implementing these theories in non-Western country such as Indonesia can provide interesting result considering this country begins to enter globalization era.

In Indonesia, nowadays once a child grows up, these feelings start fading because of the environment they are put into. They become busy with their friends and other activities. Globalization has transformed all aspects of modern life virtually –our jobs, our culture, and our relationships with one another. The changes occur not only in the social aspect but in psychological of the adolescents. It brings new stresses, new challenges and new opportunities.

Adolescent Misbehavior and Family

Adolescent is defined as the transitional stage of development between childhood and adulthood. It represents the period during which a person experiences a variety of biological changes and encounters a number of emotional issues (Pereira & Altmann, 1985). According to the World Health Organization (WHO), adolescent covers the period of life between 13 and 17 years of age. Literature shows that social behavior of children changes as they enter adolescent (Kuntsche & Kuendig, 2005). Sometimes, the impact of the change in children's social behavior that leads to adolescent misbehavior, such as school misbehavior, drug usage, and weapon carrying, becomes a disturbing issue confronting adolescents, parents, teachers and other stakeholders that involved in education (Masuku, 2004).

In recent years there has been a greater interest in the role of the family environment towards the development of adolescents behavior including protective and risky behavior. For instance, family interactions, processes, and parenting are recognized as significant influences on adolescents' development, behavior and substance use (Di-Clemente et al., 2001).

The family undoubtedly is the most important unit especially in fostering and monitoring behavioral development among adolescents. Hence, parents should spare more attention to the growing needs of their adolescents, know who their friends are, have more quality time because adolescents are just like young persons who need to be appreciated and have a sense of belonging. In many cases, adolescents who reported satisfactory relationships with their parents were less likely to get engaged in sexual activity, involved in gangs or use tobacco, alcohol or other drugs (Nelson et al., 1999).

Indonesian Parents' Interest in Favorite School

In choosing schools for their children, firstly, parents used a reference from people around them, including in choosing to register their children to a favorite school. The number of Indonesian parents who register their children into favorite school is quite many, although parents are aware that the competition to be accepted is very tight. This corroborates with research conducted by Daniele Checchi and Tullio Jappelli (2004) who disclosed the quality of schools and the reasons that parents have in considering the schools for their children. The resulting analysis explains that school quality is one of the determinants reason for parents' decision in choosing a school. In other words, in choosing a school for their children, every Indonesia parents prioritize school quality.

Favorite school means the schools that have better facilities and qualities compared to other schools. In this context, the favorite school also means the school that becomes the role model because of their better quality in both academic and non-academic aspects.

Based on Indonesia Ministry of Education and culture, the favorite school has set a number of criteria that must be owned, including:

1. For enrolling in a favorite school, students are selected strictly by using certain criteria and procedures. The criteria are (1) superior learning achievement with indicator number report, national final exam score (NEM), and academic achievement test result, (2) psychological test score including intelligence and creativity, (3) physical test, if needed. There are favorite schools that do not apply selection in the registration stage to get the best student (Best Input), instead, they emphasize on "Best Process" that seeks all the potential to process the students into the superior output of the diversity of ability when the initial school entry is concerned.

2. Facilities and infrastructures that support to meet the needs of student learning and channeling interests and talents, both in intra-curricular activities and extra-curricular.

3. A conducive learning environment for the development of the potential of excellence into a real superiority in both physical and social-psychological environment.

4. Teachers and educational staff who administer the processes should be more advanced in terms of mastery of learning materials, teaching methods, and commitment to carrying out duties. In order to achieve those, teachers should be provided additional incentives in the form of finance and other facilities such as a residence.

5. The curriculum is trusted with the maximum development and improvisation that is in accordance with the demands of enrolled learners who have a higher learning speed compared to other students at their age.

6. Learning time that is longer than other schools. To achieve this, there should be a dormitory to maximize coaching and accommodate students from various locations. In the dorm complex, there need to be facilities that can assist the student interests and talents such as libraries, sports equipment, arts and other necessities.

7. The teaching and learning process should be of the same quality and the results can be accountable to both to students, institutions, and society.

8. Favorite schools not only provide benefits to learners in the school, but it also ought to have social resonance to the surrounding environment.

9. The school prevailing grades lie in the additional treatment beyond the national curriculum through curriculum development, enrichment and extension programs, remedial teaching, quality counseling and counseling services, creativity, and discipline coaching.

Because of the high-quality standard of favorite school has, so it is common things among Indonesian parent to preferably register their children to favorite school.

Research Method

This study is a quantitative study that examines parental controls and warmth at favorite school in the globalization era by comparing 5 areas in Indonesia, such as Jakarta, Aceh, Bali, Papua, and Yogyakarta. The reason for choosing these provinces for research object is because Aceh, Yogyakarta, Papua, and Jakarta are a province with special status and unique characteristic than the other province, like:

1. Aceh, for the use of the sharia law as the regional law of the province.
2. Yogyakarta, a sovereign monarchy within Indonesia with the Sultan Hamengkubuwono as hereditary Governor and Paduka Sri Pakualam as hereditary vice-governor. SR Yogyakarta refused to call themselves a province according to Law No. 03/1950 and No. 12/2012 about The Privileges of Special Region of Yogyakarta.
3. Papua, for granting implementation of sustainable development.
4. Jakarta, as the special region of the capital city.

Although Bali is not included in the province with special status, Bali has unique characteristics which consist of daily Hindu rituals that are practiced on there and the fact that the area is very famous for tourism.

The researcher distributed questionnaire for parents and student who are registered to favorite school. Questionnaires were distributed in August 2016 until September 2016 at one favorite junior high school and one senior high school in those five provinces. The total number of data collected were 3600 questionnaires which consisted of 1800 questionnaires of parents and 1800 questionnaires of students.

The Influence of Globalization on The lives of Indonesian Society

Globalization has led to a very significant impact on the dimensions of human life with the main impact occurs on the scope of the smallest families. It is necessary to note that in this era of globalization, the cultural boundaries are difficult to identify. Therefore, the task and effort of those parents to apply the education of families in Indonesia are getting heavier. Moreover, the impact of globalization has become very obvious in some areas of Indonesia. This can cause parents concern in protecting their children in order to avoid negative influences of globalization. Table 1 illustrates the parents' awareness about the effect of globalization that is felt in their surrounding environment.

Table 1. Parents' Globalization Awareness

	Parents' awareness about a globalization in the surrounding environment		Total
	Disagree	Agree	
Jakarta	143 (45.7%)	170 (54.3%)	313 (100.0%)
Aceh	166 (55.9%)	131 (44.1%)	297 (100.0%)
Bali	128 (43.1%)	169 (56.9%)	297(100.0%)
Papua	168 (57.4%)	125 (42.6%)	293 (100.0%)
Yogyakarta	147 (52.8%)	131 (47.1%)	278 (100.0%)
Total	752 (50.8%)	726 (49.1%)	1478 (100.0%)

$\chi 2=47.402$、 df=12、 p=.000

The results showed that the extensive influence of Globalization has apparently felt in those five areas (Jakarta, Aceh, Papua, Bali, and Yogyakarta) in Indonesia. The calculations showed the value of the Chi-Square < 0.05 (under 0.05) of 0.000. It showed the correlation between awareness of the existence of globalization on the environment with the fifth region in Indonesia.

However, Table 1 also illustrated that not every area really feel the influence of globalization. Only parents in Jakarta and Bali that clearly feel the influences of globalization in their region. Meanwhile, parents in Aceh, Papua and Yogyakarta tend to confess that the presence of the influence of globalization has not experienced in their area of residence.

Table 1 also shows that in Jakarta area, globalization is perceived by almost 54.3% of the parents in Jakarta. There is a slight difference of percentage that occurs where 45.7% parents in Jakarta stated that they do not feel the presence of globalization. It can be seen that there are only 8.6 % differences from the previous result. A similar tendency also occurred in Bali. The result of the questionnaires that were distributed in Bali shows that, regarding the first question, the different percentage is also not too far. The percentage difference is about 8.6% in Jakarta, meanwhile, in Bali, the calculation is only 13.8% (56.9% parents stated they feel the globalization and 43.1% of them admit the contrary).

Table 1 also showed that a total of 57.4% of parents in Papua – as the farthest eastern region to be observed in Indonesia– admitted not to feel the existence of globalization in their region. Meanwhile, 55.9% of parents in Aceh confessed that they do not feel the existence of Globalization in their region. Similarly, 52.8% of parents in Yogyakarta claimed it too.

Globalization awareness will certainly lead to changes in how parents implement their control and give warmth. The parents' concern would prioritize problems related to their children's development that might arise due to the negative influences of globalization.

Megawangi (2003) said that the application of very excessive control pattern and the lack of warmth from parents will grow children with problematic personalities or have low emotional intelligence. There are several parent's mistakes in applying very excessive control pattern and the absence of warmth to teens. Those, unfortunately, can influence the development

of adolescent emotional intelligence which results in the formation of his character.

In relation on how to form a strong teenage character in dealing with the influence of globalization, families must meet three basic terms required for the formation of personality, namely maternal bonding, a sense of security, and physical and mental stimulation. The errors in the application of excessive control and the lack of warmth of parents will result in the failure in the establishment of good character. The failure of the family in doing character education on adolescents will cause difficulties for other institutions outside the family (including schools) in attempting to fix it.

Adolescent Misbehavior of Favorite School Student

In this research adolescent typically refers to junior and high school students whose age are between 13 and 19 years old. That period is considered as the transitional stage from childhood to adulthood. However, the physical and psychological changes that occur in the adolescent can start earlier, between the ages 9 to 12. Adolescence is the time when teenagers might experience both disorientation and discovery. This transitional period can bring up issues of independence and self-identity; many adolescent boy and girls face tough choices in school, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and appearance tend to naturally increase in importance for sometimes during a teen's journey toward adulthood. Moreover, the development of globalization and exposure of media industry has attracted youngsters to adapt media culture. Adolescents learn by observing, imitating, and making behaviors their own. Aggressive attitudes are learned by watching violent shows on television and internet. Media also has changed the their lifestyle. They are more demanding and tend to imitate the glamorize world, as shown in media.

In this research too, adolescent misbehavior can be done by anyone including those who attend favorite school. The researcher used student questionnaire to describe adolescent behavior at favorite school student. Table 2 below is adolescent misbehavior of favorite school student based on area.

Table 2. Adolescent Misbehavior of Favorite School Student

	Ever misbehaved		Total
	Yes	No	
Jakarta	194 (53.9%)	166 (46.1%)	360 (100.0%)
Aceh	105 (29.2%)	255 (70.8%)	360 (100.0%)
Bali	167 (46.4%)	193 (53.6%)	360 (100.0%)
Papua	131 (36.4%)	229 (63.6%)	360 (100.0%)
Yogyakarta	117 (32.5%)	243 (67.5%)	360 (100.0%)
Total	714 (39.7%)	1086 (60.3%)	1800 (100.0%)

From table 2, we still found adolescent misbehavior at favorite school, although the percentage was different in each region. In the four regions, Aceh, Bali, Papua, and Yogyakarta,

the percentage of adolescent misbehavior was much smaller than Jakarta and Bali. In Aceh, for example, 70.8% of student claimed to never misbehave, while that 29.2 % did. Similarly, in Yogyakarta region, the percentage of student who misbehaved was 67.5% and those who did not commit it was 32.5%. Meanwhile, in Papua region, 63.6% student claimed never to misbehave, and 36.4% student who committed it.

The interesting thing from Table 2 was the percentage of adolescent misbehavior in Bali region. Based on Table 2, the percentage of whether or not adolescent behaves well only differs slightly. In Bali Region, 53.6% of student claimed that never to misbehave, and 46.4% student did so. This showed that the difference was only 7.2 %.

In contrary to adolescent misbehavior in the four regions, Jakarta area showed that the percentage of adolescent misbehavior was a little bit bigger. In this area, the adolescent misbehavior was recorded to be 53.9%, meanwhile, the opposite indicator was only 46.1%. this means that there were only 7.8% differences.

The forms of adolescent misbehavior are shown in Table 3.

Table 3. The Forms of Adolescent Misbehavior in the Favorite School

Adolescent Misbehavior	Region				
	Jakarta	Aceh	Bali	Papua	Yogyakarta
Smoking	42.20%	25.80%	43.30%	35%	31.10%
Student fight	16.90%	8.30%	10.80%	18.10%	8.60%
Drinking Alcohol	20%	10.60%	32.20%	17.20%	8.30%
Bullying	18.30%	11.70%	9.70%	18.10%	8.90%
Drug	19.70%	10.30%	28.30%	16.10%	8.90%
Motor Gangster	20%	10.60%	11.40%	13.10%	9.70%
Student Mugged	15.80%	7.20%	8.90%	9.70%	6.90%
Prostitution	18.30%	10.80%	31.90%	19.70%	10.30%
free sex	14.40%	9.70%	27.50%	8.30%	6.70%
Shoplifting	16.90%	12.20%	10.60%	12.50%	8.90%

Table 3 illustrates the percentage of forms of adolescent misbehavior in the favorite school. The forms of misbehavior were smoking, student fight, drinking alcohol, bullying, drug usage, motor gangster, mugging, prostitution, free sex, and shoplifting. From all of the adolescent misbehavior forms, smoking becomes the dominant form in all regions. Among the five regions, Yogyakarta becomes the region with the lowest amount of adolescent misbehavior. It is recorded that only 31.1% of students who have ever smoked, 8.6% of student joined a fight, 8.3% of students who have ever drunk alcohol, 8.9% of student have ever bullied another people, 9.7% of student have joined motorcycle gangs, 6.9% of student had mugged other students, 10.3% of student had done prostitution, 6.7% of students committed free sex, and 8.9% of student committed shoplifting.

Meanwhile, in the Jakarta and Bali region, the number of adolescent misbehavior committed by students is relatively high. Table 3 also showed that in Jakarta and Bali the problems

caused by adolescent misbehavior were quite diverse. The percentage shown in Table 3 can be considered quite high as 42.2% of respondents in Jakarta and 43.3% of respondents in Bali admitted to being smokers. Meanwhile, 16.9% of respondents in Jakarta and 10.8% respondents in Bali admitted that they have ever involved in students fight. As in drinking alcohol, 20% of respondents in Jakarta and 32.2% of respondents in Bali stated that they had ever done that. Another form of misbehavior studied in this research is bullying. From the questionnaire distributed, 18.30% of respondents in Jakarta and 9.70% respondent in Bali admitted to being a bully. The number of respondents in Bali shows greater percentage compare to Jakarta in drug consumption (28.3% compare to 19.7%), prostitution (31.9% compare to 18.30%), and free sex (27.4% compare to 14.4%). In contrast, the percentage of respondents in Jakarta was higher than Bali in terms of joining motorcycle gang (20% compare to 11.40%), mugging (15.8% compared to 8.9%) and shoplifting (16.9% compare to 10.6%).

Parental Control at Favorite School

The previous section showed that respondents who felt the existence of globalization in their region were those who are in Jakarta and Bali. The results also show that respondents in Jakarta and Bali have the most number of adolescent misbehavior. This section discussed the parents' control towards their children. The researcher used questionnaires distributed to parents in order to describe parental control over their kids who are studying at favorite school. Table 4 and 5 illustrate questions on how parents control their children's social life, daily routines, and control unfriendly face expression to control their children so they will not confront the parents.

Table 4. Father's Control Over His Children

Father's Control	Area	No	Yes	Total
In children's social life	Jakarta	193 (65.2%)	103 (34.8%)	296 (100%)
	Aceh	112 (37.7%)	185 (62.2%)	297 (100%)
	Bali	181 (62.2%)	110 (37.8%)	291 (100%)
	Papua	172 (59.3%)	118 (40.7%)	290 (100%)
	Yogyakarta	123 (41.8%)	171 (58.2%)	294 (100%)
In children's daily routines	Jakarta	185 (62.1%)	113 (37.9%)	298 (100%)
	Aceh	181 (64.9%)	98 (35.1%)	279 (100%)
	Bali	179 (61.9%)	110 (38.1%)	289 (100%)
	Papua	163 (58.6%)	115 (41.3%)	278 (100%)
	Yogyakarta	166 (57.6%)	122 (42.3%)	288 (100%)
Unfriendly face expression	Jakarta	192 (62.3%)	116 (37.7%)	308 (100%)
	Aceh	128 (44%)	163 (56%)	293 (100%)
	Bali	179 (61.5%)	112(38.5%)	291 (100%)
	Papua	138 (49.2%)	142 (50.7%)	280 (100%)
	Yogyakarta	197 (70.6%)	82 (29.4%)	279 (100%)

Table 5. Mother's Control Over His Children

Mother's control	Area	No	Yes	Total
In children's social life	Jakarta	136 (45.2%)	165 (54.3%)	301 (100%)
	Aceh	132 (45.5%)	158 (54.5%)	290 (100%)
	Bali	156 (56.5%)	120 (43.5%)	276 (100%)
	Papua	170 (57.2%)	127 (42.8%)	297 (100%)
	Yogyakarta	169 (24.2%)	112 (24.6%)	281 (100%)
In children's daily routines	Jakarta	119 (39.1%)	185 (60.9%)	304 (100%)
	Aceh	105 (35.5%)	191 (64.5%)	296 (100%)
	Bali	184 (63.9%)	104 (36.1%)	288 (100%)
	Papua	164 (55.2%)	133 (44.8%)	297 (100%)
	Yogyakarta	133 (47.4%)	148 (52.7%)	281 (100%)
Unfriendly face expression	Jakarta	195 (71.1%)	79 (28.8%)	274 (100%)
	Aceh	153 (53.7%)	132 (46.3%)	285 (100%)
	Bali	180 (68.4%)	83 (31.6%)	263 (100%)
	Papua	190 (70.3%)	80 (29.6%)	270 (100%)
	Yogyakarta	190 (69.4%)	84 (30.6%)	274 (100%)

Table 4 and 5 showed that respondents, who are the fathers who feel the presence of globalization in the region tend to always look unfriendly; 62.3% in Jakarta and 61.5% in Bali. Meanwhile, the mothers in Jakarta still tend to be a bit set or control their children social life and daily routine; 54.3% and 60.9% respectively. In contrast, 65.2% of the father in Jakarta and 62.2% father in Bali admitted that they do not control their children's social life, as well as their children's daily routines, (62.1% and 61.9% respectively).

The results of this study do not corroborate with Harmaini et al (2014), who argued that role of the father in Indonesia in the early modern period mostly emphasizes on the needs of affection, such as; giving attention, taking the time, giving advises, and controlling the daily activities. In fact, not all fathers carry out the duties necessary as the form of affection towards their children, particularly fathers in Jakarta and Bali.

In other areas such as in Aceh, 37.7% fathers take control of their children's social life and 44% of fathers tend to always looks unfriendly. On the other hand, in Aceh, more mothers who are the respondents of this study control their children's social life and daily routines (54.5% and 64.5% respectively). However, in 3 other areas, the mothers do not set guidelines for their children's social life and daily routine

Meanwhile, in Papua, although the fathers did not control their children's social life and children's daily routines, 50.7% of them tend to always look unfriendly. Then, in Yogyakarta, 58.2% fathers who become the respondents in this study, stated that they only control their children's social life.

The result of this study indicates that there is a change in the role of father. In the traditional image, the father has firm attitude, discipline, and acts as a problem solver, but nowadays father is a figure which is not firm and tends to give their children a freedom. Meanwhile, the

mother in all regions becomes the gentle figure even though in some aspect, they always set the guidelines for the children or their routines. It is still appropriate to the image of a mother as someone who was gentle, loving, and patient.

Table 4 and 5 also indicate that the maximum parental has not been optimally implemented whereas Soekanto (1988) argued, parental control towards their children that is not only function to nurture them but also to make them comply with the norms and social values that is appied in society. However, it is necessary to keep in mind that efforts to educate and organize are not coercive because, in fact, a good control can be accepted and executed well by the recipient.

Parental Warmth at Favorite School

As it is illustrated clearly from the Table 4 and 5, fathers in the region where most parents felt the presence of globalization, especially Jakarta and Bali, tend to be stoic or not controlling. In addition, they also do not always look angry just like the typical father in the traditional era. Also, the mother in all regions tend to be gentle, and only the mother in Jakarta and Aceh who tend to set the guidelines on the daily routine of their children. This section discusses the parents' warmth that includes points such as; sparing more time for children, taking the time to give warmth by listening to complaints and supporting the children's future. The researcher used questionnaires that were distributed to parents whose kids are studying in favorite school to investigate the parent's warmth. The results of parents' warmth are illustrated in Table 6 and Table 7.

Table 6. Father's Warmth Against Children

Father's Warmth	Area	No	Yes	Total
Sparing more time for children	Jakarta	161 (56.9%)	122 (43.1%)	283 (100%)
	Aceh	87 (28.8%)	215 (71.2%)	308 (100%)
	Bali	125 (40.2%)	186 (59.8%)	311 (100%)
	Papua	216 (74.5%)	74 (25.5%)	290 (100%)
	Yogyakarta	162 (54.2%)	137 (45.9%)	300 (100%)
Listening to children's complaints	Jakarta	196 (66.7%)	98 (33.3%)	294 (100%)
	Aceh	111 (37.4%)	186 (62.6%)	297 (100%)
	Bali	181 (62.2%)	110 (37.8%)	291 (100%)
	Papua	175 (65.1%)	94 (35%)	269 (100%)
	Yogyakarta	126 (42.5%)	171 (57.6%)	297 (100%)
Supporting the children's future	Jakarta	178 (61.2%)	113 (38.8%)	291 (100%)
	Aceh	205 (74.9%)	69 (25.2%)	274 (100%)
	Bali	118 (38.1%)	192 (62%)	310 (100%)
	Papua	178 (64.5%)	98 (35.5%)	276 (100%)
	Yogyakarta	100 (35.8%)	179 (64.2%)	279 (100%)

Table 7. Mother's Warmth Against Children

Mother's Warmth	Area	No	Yes	Total
Sparing more time for children	Jakarta	208 (75.4%)	68 (24.6%)	276 (100%)
	Aceh	61 (20.4%)	238 (79.6%)	299 (100%)
	Bali	87 (28.2%)	221 (71.7%)	308 (100%)
	Papua	244 (84.7%)	44 (15.3%)	288 (100%)
	Yogyakarta	161 (53.9%)	138 (46.1%)	299 (100%)
Listening to children's complaints	Jakarta	194 (65.5%)	102 (34.5%)	296 (100%)
	Aceh	112 (37.7%)	185 (62.2%)	297 (100%)
	Bali	183 (62.9%)	108 (37.1%)	291 (100%)
	Papua	178 (64.5%)	97 (35.5%)	275 (100%)
	Yogyakarta	97 (35%)	180 (65%)	277 (100%)
Supporting the children's future	Jakarta	185 (62.3%)	112 (37.7%)	297 (100%)
	Aceh	194 (65.7%)	101 (34.2%)	295 (100%)
	Bali	121 (44.8%)	149 (55.2%)	270 (100%)
	Papua	182 (62.4%)	110 (37.7%)	292 (100%)
	Yogyakarta	118 (44.2%)	149 (55.8%)	267 (100%)

Table 6 and Table 7 showed that many father and mother in Jakarta (56.9% and 75.4% respectively) and in Papua (74.5% and 84.7% respectively) tend to not take the time for their children. In addition, the respondents (both father and mother) in Aceh, Bali, Yogyakarta, tend to give warmth to their children, even though as much as 65.7% of mothers in Aceh do not support the goals of the children, 62.9% of Balinese mothers do not listen to their children, and 53.9% of mothers in Yogyakarta do not take much time for their children.

In relation to Table 6 and 7, the warmth of the parents become one of the very important aspects. In an attempt to care and be affectionate, it is very necessary to maintain the relationship with the children and support the development of the children. Parents should prioritize their children wishes. Preferably in educating children, parents should apply the good example, good guidance, advice, and also reminding the children mistake, instilling understanding in the children. If the children make a mistake, parents should not scold or give severe punishment, instead, they should give warning or direction in order not to repeat it again.

Adolescents have a strong desire to get warmth from their parents. Therefore, adolescents who are neglected by their parents may feel that things in the lives of his parents are more important than them. Adolescents whose parents tend to neglect them are usually socially inept; exhibiting self-control and not addressing freedom to good use. Jacobson & Crockett, (2000), parents attention towards their adolescents are associated with higher values, sexual activity, and depression in adolescents.

Conclusion

From the present research, it can be concluded that knowing parenting behavior and adolescent misbehavior at favorite school in facing globalization era in Indonesia is important and

that this extends beyond research knowledge and investigation. The finding conclusion of this research are presented as follows:

Firstly, adolescent misbehavior and lack of parental control and warmth are found in Indonesia, especially in Jakarta and fewer in Bali. Furthermore, these aspects appeared on every variable which had similar effect. In other words, adolescent misbehavior might occur because the lack of parental control and warmth. In this era, some adolescents particularly need firm and consistent parenting, meanwhile, other adolescents need gentle parenting.

Second, the development of education in Indonesia cannot be spared from the influence of the development of globalization where science and technology develop rapidly. The era of free markets is also a challenge to the world. To face the global market national education policy should be able to improve the quality of education, either on academical or non-academic aspects, and improve education management to be more productive and efficient. Nowadays, to face the global market, apparently Indonesian parents are likely to hand over the control of education and their children to school. On the contrary, the results also showed that recently parents are weak in controlling their children and tend to give less warmth to their children. This might happen because registering their children into favorite school require a considerable amount of money. Therefore, parents have to work harder to finance their children's education. In other words, parents would be more likely to become busier with work which results in the lack of control and warmth for their their. That is why registering them to the favorite school might not be the problem solver.

At last, the researcher assumes that even though the children do not enroll in favorite school if the parents can provide good control and give more warmth to them, they can avoid the bad influence of globalization. Therefore, in this era of globalization, the role of the family in the moral construction of teenagers is necessary and should be implemented for a long-term and continuously. Each of the family members has a responsibility to give warmth to the other. The role of the family in giving warmth and controlling the teenager behavior patterns will affect them when they make contact with their social environment and face the challenge in social life.

Future Research

This research found that the parents' awareness of globalization directly proportionate to a number of adolescent misbehavior of their children. But, this research has not come to discover whether globalization affects adolescent misbehavior clearly. To know the influence of globalization on adolescent misbehavior or juvenile delinquent, further research is needed. The researcher will continue to conduct research about how globalization influence children to misbehave.

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