

## **2. PARENTING STYLES AND THEIR IMPACTS ON CHILDREN IN @DAILYJOUR'S TIKTOK**

In this chapter, I divide the analysis into three main parts. Firstly, the dominant parenting style through a mother's words and its totally negative impacts. The dominant parenting style, characterized by authoritarian control and a lack of emotional support, leads to negative impacts on children's behaviors. Next is the semi-dominant parenting style through a mother's words and its most positive impacts. The semi-dominant parenting style, blending authority with empathy and open communication, fosters a balanced relationship where children feel respected, understood, and empowered to develop strong emotional intelligence and self-confidence. Lastly, non-dominant parenting style through a mother's words and its least positive impacts. A non-dominant parenting style, as exemplified by the mother's words, can lead to detrimental impacts on a child's development, including stunted emotional growth and poor conflict resolution skills.

### **2.1 Dominant Parenting Style Through Mother's Words and Its Totally Negative Potential Impacts**

Dominant parenting is a parenting style in which the mother has strong and dominant power or influence in the mother-child relationship. Dominant parenting represents the concept of authoritarian parenting in Baumrind's theory. In this parenting style, the mother tends to take on the most powerful and controlling role. In other words, the mother does not give the children's opportunities to express opinions or participate in decision-making. One of the dominant forms of parenting is through the mother's words to her children. Mother's words in dominant parenting are characterized by commanding, demanding, and leaving no opportunities for discussion or negotiation with her children. This style emphasizes the mother's control over her children's behavior and decisions. It has potential negative impacts that can limit the children's freewill due to the mother's strictness on setting rules.

The classification of dominant parenting through the mother's words is divided into two parts, namely, by criticizing and by insulting. The first one is criticizing, which is taken from the word "criticize," which means "to judge (someone or something) with disapproval." (Collins Dictionary, n.d.). Meanwhile, insulting that is taken from the word "insult," that means "to treat or speak to with scorn, insolence, or great disrespect; subject to treatment, a remark, etc. that hurts or is meant to hurt feelings or pride" (Collins Dictionary, n.d.)

### 2.1.1 By Criticizing

Criticizing in this context is an action of criticism from the mother to her children. Criticism in parenting is characterized by a dominant attitude and strong control over her children, which is usually called harsh criticism. Harsh criticism is characterized by its sharp and insensitive delivery, often expressed with harsh language without regard for the child's feelings or emotional state. It tends to lack constructive feedback for improvement and instead focuses on highlighting the children's mistakes or shortcomings. This type of criticism can evoke feelings of threat or low self-esteem in children, hindering their emotional and psychological development. Moreover, it often lacks empathy and fails to consider the children's perspective or emotions, disregarding the potential impacts it may have. Overall, harsh criticism prioritizes pointing out faults rather than fostering growth or improvement.

In *@dailyjour's* TikTok content, which has a dominant parenting style through harsh criticism, there are thirteen contents of mother-child interactions. The first to fourth show the mother complaining about her child's household chores, the fifth to sixth show the mother satirizing her child's habits. Furthermore, the seventh to eighth show the mother who regulates the child's interests, and the ninth to eleventh show the mother who blames her child for frequently playing with his cellphone. Lastly, twelfth to thirteenth shows the mother scolding her child by ignoring and scaring him.

Firstly, the mother criticizes her child by insinuating that she is overly engrossed in her own activities, using criticism as a means to assert her authority. This communication not only highlights the mother's dominant role but also demonstrates how her influence shapes the child's behavior. By consistently pointing out perceived flaws or distractions, the mother reinforces her position of control and attempts to mold the child's actions according to her expectations.



Figure 2.1 The mother expresses frustration with the child's lack of involvement in household chores

*IBU: Bagus, bagus, lanjutin aja nonton TV-nya seharian. Nonton TV nggak peduli orang tua. Bawa belanjaan berat-berat dari pasar, kamu nyantai-nyantai duduk situ nonton doang.*

*ANAK: (menghela nafas) Oke, Ma, aku bantu cuci piring ya.*

*HALIMAH: .... Ketika kita nyuruh anak sambil marah-marah, sambil ngomel-ngomel, nyindir dia nggak tahu kerjaan, nyindir dia males, anak akan mendapat dua pesan yang berbeda. Pesan yang satu adalah mengkritik dirinya sebagai anak yang malas, tidak tahu diri, dan tidak tahu kerjaan. Pesan satu lagi, adalah menyuruh dia mengerjakan pekerjaan rumah, tapi yang sering nusuk ke hati anak adalah bagian kita mengkritiknya, sementara bagian kita menyuruh dia mengerjakan pekerjaan rumah, itu malah nggak masuk. Jadi, usahakan setenang mungkin ketika kita menyuruh anak melakukan sesuatu, pisahkan emosi kita. Misalnya, kita capek seharian kerja ataupun capek seharian melakukan tugas-tugas, dengan kita mau mendidik dia untuk membantu tugas-tugas kita, Karena ketika ini bercampur-campur, anak jadi nggak ngerti pesannya apa. Dan ini yang paling penting, kalau kita mau anak remaja kita terbiasa sama kerjaan rumah, mendidiknya harus dari kecil, ya. Dari kecil biasakan dia bertanggung jawab atas hal-hal kecil, seperti kebersihan sepatunya, kebersihan kamarnya, kebiasaan piringnya setelah dia makan. Lalu tingkatkan tanggung jawabnya menjadi ke hal-hal yang lebih besar lagi, sehingga setelah dia remaja dan dewasa, dia nggak kaget sama tugasnya sehari-hari, karena dari kecil sudah terlatih.*

[MOTHER: Good, good, just continue watching TV all day. Watching TV regardless of parents. Carrying heavy groceries from the market, you just relax there, watching.

CHILD: (sighs) Okay, Mom, I'll help wash the dishes then

HALIMAH .... When we command them while being angry, nagging, hinting that they do not know how to work, hinting that they are lazy, the child will receive two different messages. One message is criticizing themselves as lazy, ignorant, and not knowing the work. Another message is telling them to do the household chores, but what often stabs into the child's heart is the part where we criticize them. While the part where we tell them to do the chores does not get through. So, try to be as calm as possible when asking your child to do something, separate our emotions. For example, if we're tired after a day's work or after doing tasks all day, while we want to educate them to help with our tasks, because when these mixed up, the child does not understand the message This is the most important, if we want our teenage children to be accustomed to household chores, educating them should start from a young age. From a young age, get them used to being responsible for small things, like the cleanliness of their shoes, the cleanliness of their room, the habit of washing their dishes after eating. Then, increase their responsibility to bigger things, so that when they are teenagers and adults, they won't be surprised by their daily tasks, because they've been trained from a young age. (@dailyjour, 2021)]

In this dialogue, the mother displays dominant parenting by criticizing her child for watching TV instead of helping with household chores. Her use of sarcasm and criticism aims to assert authority indirectly. The sarcastic remark, *"Good, good, just continue watching TV all day,"* suggests disapproval of the child's behavior and reflects the mother's frustration. Furthermore, her comment, *"Watching TV while I carry heavy groceries,"* highlights the contrast between the child's leisure and the mother's responsibilities. This interaction illustrates the mother's dominance as she uses indirect criticism to emphasize that chores should take precedence over personal entertainment.

Figure 2.1 shows the child's sigh and the reluctant agreement to help with household tasks. The child's sigh that refers to "a long, deep, audible breath expressing sadness, relief, tiredness, or a similar feeling" (Oxford Language, n.d). This non-verbal cue highlights the child's reluctance and lack of enthusiasm for the task at hand. It is also supported by his saying, *"(sighs) Okay, Mom, I'll help wash the dishes then."* It can be considered that the child feels unhappy and a little annoyed. In other words, it emphasizes the unwillingness, indicating that the child agrees to help out of obligation rather than genuine willingness. The child's response shows the potential impact of discontent. The child's discontent can make himself tend to withdraw from the mother. It means the child does not want to listen to anything his mother says. This is proven by the mother's statement that labeled her child as lazy and ignorant. It

indicates the bad potential impacts on the child, from Halimah's statement about the mother's character, who is criticizing the child.

The second evidence of dominant parenting style by criticizing is shown by the mother's frustration in reacting to her daughter's fatigue from watching TV. The mother's response reflects her desire for the child to engage in activities beyond passive screen time, likely out of concern for her well-being or a wish to foster productivity. However, the mother's demeanor exacerbates the situation, placing the child in a dilemma. On one hand, the child may feel compelled to heed the mother's directive and seek alternative activities. Yet, on the other hand, the child may struggle to reconcile her own desires with the mother's expectations, potentially leading to feelings of confusion.

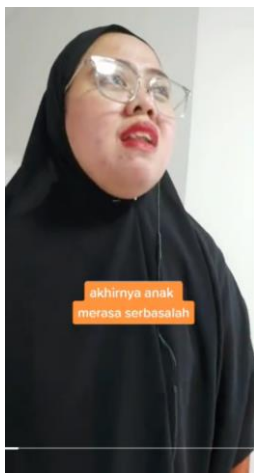


Figure 2.2 When the daughter feels in a dilemma about what activities to do.

*ANAK: Pegal juga seharian nonton*

*IBU: Capek cuma nonton kayak gitu doang pegal. Kamu tuh bisa nggak sih punya inisiatif dikit, bantuin Mama ke dapur kek, gaul kek sama temen kamu, di luar nonton aja seharian, ngeluh capek pula.*

*ANAK: Aku nonton salah, bantuin masak salah, main keluar salah, aku harus ngapain sih, Ma?*

*HALIMAH: Memberikan kesempatan kepada anak kita untuk mengungkapkan rasa capeknya nggak akan membuat anak kita jadi anak yang suka ngeluh, kok, malah dengan begitu anak kita akan merasa nyaman bahwa ketika dia merasa jenuh dengan segala sesuatu dan aktivitasnya, dia punya tempat yang aman untuk cerita ke kita, sehingga dia nggak akan cari pelampiasan seperti pergaulan yang tidak benar atau benda-benda yang berbahaya seperti narkoba atau rokok. Ya, saya paham. Kadang-kadang ibu-ibu ngerasa*

*begitu capek ngurusin rumah tangga sehingga sesuatu yang sepele bagi ibu-ibu tuh kerasa kayak nggak pantas untuk dikeluhkan, padahal rasa lelah kita, rasa capek kita, tidak serta-merta membatalkan atau pun tidak validkan rasa capek dan jenuh yang dirasakan anak. Bahkan ketika anak masih baru dilahirkan nih, si bayi mau mencari jalan lahir, itu bayi udah mengalami yang namanya capek dan stres, jadi wajar banget ketika anak kita ngeluh capek. ...*

[DAUGHTER: I'm tired after watching all day.

MOTHER: Can you have a little initiative, help your mom in the kitchen, hang out with your friends, just stay outside watching movies all day, complaining that you are tired too.

DAUGHTER: I watched the wrong thing, helped cook the wrong thing, went out to play the wrong thing, what should I do, Mom?

HALIMAH: Giving our child the opportunity to express his/her tiredness will not make our child as a child who likes to complain. In fact, this way our child will feel comfortable that when he/she feels bored with everything and his/her activities, he/she has a safe place to tell us. So that he/she will not look for outlets, such as inappropriate relationships or dangerous objects, such as drugs or cigarettes. Yes, I understand. Sometimes mothers feel so tired of taking care of the household that something trivial for mothers feels like it's not worth complaining about, even though our tiredness, our tiredness, does not immediately cancel or invalidate our feelings of tiredness and boredom. What the child feels, even when the child is just born, the baby wants to find the birth canal, the baby is already experiencing something called tiredness and stress, so it's very normal for our child to complain about being tired. (@dailyjour, 2022)]

In this dialogue, the mother employs a dominant parenting style characterized by dismissiveness and a lack of empathy towards her daughter's feelings and needs. By saying, "*Can you have a little initiative, help your mom in the kitchen, hang out with your friends, just stay outside watching movies all day, complaining that you are tired too,*" she trivializes her daughter's fatigue and suggests alternative activities without addressing the underlying issue. This response demonstrates a disregard for her daughter's well-being and autonomy. The conversation focuses on the daughter's expressed tiredness, which is met with a high level of dominance from the mother. Instead of responding to her child's feelings, the mother confronts her with demands. This leaves the daughter feeling conflicted and unsure about what to do, as reflected in her statement, "*I watched the wrong thing, helped cook the wrong thing, went out to play the wrong thing, what should I do, Mom?*" This shows that the daughter feels her actions are

completely wrong and that the mother has high expectations. The daughter feels pressured to meet these expectations without being explicitly told and to stop complaining.

Figure 2.2 shows that the daughter's expressions of fatigue are met with dismissal or trivialization, as seen in the conversation where the mother responds, *"Can you have a little initiative, help your mom in the kitchen, hang out with your friends, just stay outside watching movies all day, complaining that you are tired too,"* by suggesting various activities and ignoring the child's feelings. This may lead to the daughter's feelings of discontent and withdrawal. Her discontent arises when she does not receive validation and support from her mother (internal within her family). Meanwhile, her withdrawal occurs when she does not get validation from society (external from her family). These feelings of discontentment and withdrawal may cause her to engage in smoking and/or drug use, as stated by Halimah. In other words, these kinds of feelings can be considered potential impacts.

The third evidence of dominant parenting styles by criticizing is shown by the mother's discipline towards her children creates an environment, where favoritism or unfair treatment is apparent. In this dialogue, the mother appears to disproportionately burden household responsibilities on one of her daughters, disregarding the impact or fairness of such actions on both children. This lack of consideration for the well-being and emotional welfare of all children within the family can contribute to feelings of resentment, inequality, and uptight relationships among siblings.



Figure 2.3 When the mother tells the daughter to wash the dishes

*Ketika pekerjaan rumah sepenuhnya tanggung jawab anak perempuan*

*IBU: Ini piring belum dicuci?*

*ANAK PEREMPUAN: Ya, mama kan aku sudah masak. Kakak dong yang nyuci piring*

*IBU: Ya kamulah yang nyuci. Mana ngerti kakak kamu tuh cowok. Cowok mana ngerti bersih-bersih. Nyuci piring mana bersih, Kita dong perempuan yang bersih-bersih.*

*ANAK PEREMPUAN: Ya, mama kan aku lagi belajar*

*IBU: Belajar belajar. Nanti aja belajarnya. Kamu tuh cewek, nanti bakalan kawin dan nyuci piring juga kerjanya. Sekolah tinggi-tinggi juga percuma kalau kamu gak bisa cuci piring di ceraiin sama suami kamu kalau udah nikah.*

*HALIMAH: Anak laki-laki bukan dewa, dan anak perempuan bukanlah bencana. Sayangi keduanya dengan kasih sayang yang sama tanpa mengistimewakan salah satunya. Jangan sampai kita mengistimewakan anak laki-laki kita, sehingga dia tidak tahu sama sekali tentang pekerjaan rumah. Nanti dia akan jadi beban bagi istrinya dan jangan sampai memperlakukan anak perempuan kita seperti sebuah beban yang susah untuk dipikul, karena sampai berumah tangga dia akan merasa beban bagi suaminya. Mau anak perempuan atau laki-laki bukanlah beban, tetapi sebuah amanah. Jaga amanah titipan dari-nya dengan baik*

[When household chores are solely the responsibility of girls:

MOTHER: Are these dishes not washed?

DAUGHTER: Mom, I cooked. It's my brother's turn to wash the dishes.

MOTHER: You should wash them. Your brother does not understand, he's a boy. Boys do not know how to clean. Washing dishes won't be clean. We women are the ones who clean.

DAUGHTER: Mom, I'm still studying

MOTHER: Studying?! You are a girl, you'll get married and washing dishes will be your job too. Going to high school is useless if you can't wash dishes; your husband will divorce you after marriage.

HALIMAH: Boys are not gods, and girls are not disasters. Love them both equally without favoring one over the other. Let's not favor our sons so much that they do not know anything about household chores. Later, they will become a burden to their wives, and let's not treat our daughters like a burden that's hard to bear, because until they get married, they will feel like a burden to their husbands. Whether girls or boys, they are not burdens, but trusts. Take care of the entrusted from Him (God/Allah) well. (@dailyjour, 2023)]

The mother's statements reflect a dominant parenting style rooted in rigid gender norms and roles. She assigns household chores based on gender stereotypes, which are the practice of



ascribing specific attributes, characteristics, or roles to an individual solely based on their gender (United Nations Human Rights, 2024). She expects her daughter to take on responsibilities associated with cleaning and cooking simply because she is a girl who will become a woman. *"You should wash them. Your brother does not understand, he's a boy. Boys do not know how to clean."* This statement shows she prioritizes boys not doing household tasks because she believes girls are more suited for these duties, to the point that she disregards the importance of education for her daughter. This perpetuates the idea that domestic duties are inherently feminine and reinforces the subordinate position of women within the household. Figure 2.3 shows the mother's expression of disapproval when her son does household work and emphasizes that her daughter is obliged to do these tasks.

This dialogue shows a potential for significant discontent and withdrawal feelings in the daughter. This discontent is represented by the daughter's disappointment when she perceives that she lacks opportunities for personal life and academic growth. Her feeling of withdrawal occurs when her mother underestimates the role of women in life. The mother's view that a woman does not need higher education because she will be under her husband may cause the daughter to feel withdrawal from her family.

The fourth evidence of dominant parenting style by criticizing is shown by the mother towards her young child, who undermines the child's attempts to learn and contribute to household tasks. When the 5-year-old tries to wash dishes and the 6-year-old attempts to sweep, the mother criticizes the child's efforts and takes over the tasks herself, rather than offering guidance or encouragement. This dismissive attitude communicates to the child that their contributions are inadequate, leading to a lack of confidence and initiative.



Figure 2.4 When the daughter is busy playing on her phone and the mother is satirizing her child

*(Ketika anak umur 5 tahun mencoba mau cuci piring)*

*IBU: Eh ngapain sok tau cuci piring, sudah sini mama yang cuciin.*

*Ketika anak 6 tahun mencoba membantu menyapu rumah*

*IBU: pegang-pegang sapu segala, malah jadi kotor, sudah sini mama sapu*

*(Maka ketika besar...)*

*(Anak cenderung cuek dan main hp sendiri)*

*IBU: Punya anak main hp aja terus, bantu bersihin rumah kek, nyapu, bantu cuci piring kek...*

[(When a 5-year-old daughter tries to wash the dishes.

MOTHER: Why are you pretending to know how to wash dishes, come here, let mommy do it. Come

(When a 6-year-old daughter tries to help sweep the house)

MOTHER: You are holding the broom all wrong, you are making a mess, come here, let mommy do it.

(So, when they grow up...)

(The daughter tends to be indifferent and plays with her cell phone alone)

MOTHER: You are always on your phone, why do not you help clean the house, sweep, or help with the dishes? (@dailyjour, 2021)]

In this dialogue, the mother demonstrates a dominant parenting style characterized by taking control of household tasks and dismissing her daughter's attempts to help. When the five-year-old daughter tries to wash the dishes and the six-year-old daughter attempts to help sweep the house, the mother intervenes and takes over the tasks herself. By doing so, she communicates to her daughter that her efforts are not needed or appreciated, undermining her sense of autonomy and competence. As a result, as the daughter grows older, she becomes indifferent and more focused on her own activities, such as playing with her phone. The mother's tendency to prioritize completing tasks herself rather than allowing her daughter to participate leads to a lack of initiative and responsibility in the child. The daughter may feel discouraged from contributing to household chores or engaging in other activities, as she has been conditioned to believe that her efforts will not be valued.

This dialogue shows a potential for the daughter to develop feelings of withdrawal. Her withdrawal might occur when her mother gets angry, because she is busy playing on her cellphone. As a result, she becomes reluctant to do housework and carry out other responsibilities. The mother's anger may cause the daughter to feel that whatever she does, it

will be considered incorrect or unsatisfactory. This illustrates the potential impact on the daughter.

For the next evidence, it can be seen that the mother tends to give praise with a hidden agenda. This is apparent when the child meets the mother's academic expectations, yet she still makes snide remarks about cleaning the room. This parenting style, while seemingly acknowledging the child's academic success, also embeds criticism and unmet expectations about other areas of the child's life. This type of backhanded compliment can undermine the child's sense of achievement and contribute to feelings of inadequacy, as he perceives that his accomplishments are never fully recognized or appreciated without an accompanying criticism.



Figure 2.5 When the child gets results according to the mother's expectations but the mother only makes sarcasm.

*(Memuji sekaligus menyindir (Memuji anak bikin anak sombong?))*

*IBU: Kamu dapat juara 1 alhamdulillah, senang banget punya anak pintar rajin belajar, tapi rajin juga dong bersihin kamar, masa juara 1 kamarnya kayak kapal pecah.*

*(Memuji hasil, tidak peduli prosesnya)*

*IBU: Wah kamu dapat nilai 100, wah keren, kayak gini baru keren, nggak kayak kemarin dapatnya cuman 60, nih baru mama bangga anak mama nilainya 100. Tuh kayak gini!*

*HALIMAH: .... Padahal orang yang sombong itu justru dasarnya adalah orang yang haus pujian, dia merasa harus menunjukkan kelebihanannya kepada semua orang supaya mendapat lebih banyak pujian karena dia ngerasa dirinya kekurangan pujian. Yuk kita*

*simak beberapa cara memuji supaya pujian kita tepat sasaran membuat anak merasa dihargai tapi juga nggak bikin dia sombong.*

[{Praise is also sarcastic (Glorify children makes children arrogant?)}]

MOTHER: You got first place, Alhamdulillah, so happy to have a smart child who studies diligently, but please also tidy up your room, how can the first-place winner's room look like a shipwreck?

(Praise the results, no matter how the process)

MOTHER: Wow, you got 100 points, amazing, this is what's cool, not like yesterday when you only got 60 points, now mama's proud because you got 100 points. This is how it should be!

HALIMAH: .... In fact, an arrogant person is basically a person who is hungry for praise, he/she feels he/she has to show his/her strengths to everyone in order to get more praise because he/she feels he/she lacks praise. Let's look at several ways to praise so that our praise is right on target, making children feel appreciated but also do not make them arrogant. (@dailyjour, 2022)]

In this conversation, the mother employs a dominant parenting style characterized by combining praise with sarcasm and emphasizing results over the process, which negatively impacts the child's self-esteem and motivation. Based on the mother's statement, *"...how can the first-place winner's room look like a shipwreck?"*, she simultaneously criticizes her child's untidy room, implying that academic success alone is not sufficient to warrant praise. This mixed message confuses the child and diminishes the value of his achievement, leading to feelings of inadequacy despite his success. Similarly, when the mother says, *"...not like yesterday when you only got 60 points, now mama's proud because you got 100 points. This is how it should be!"*, she praises the child for receiving a perfect score, but contrasts it with a previous lower score, implying that only perfect performance is worthy of praise. This parenting style focuses solely on the outcome without acknowledging the effort or improvement made by the child, undermining his confidence and discouraging him from taking risks or trying new things.

This dialogue shows that there is a possibility for the child to have discontent feelings. This possibility represents the potential impact for the child. His feeling of discontent may happen when the child perceives that his achievements are not genuinely valued. This feeling of discontent may happen when his efforts are never fully recognized by his mother. His mother's treatment may cause him to feel a lack of support from his mother. This condition creates possible impact for the child, that is, he becomes discontent in his family.

The next piece of evidence that shows the event showcases the mother's use of sarcasm and passive-aggressive comments towards her daughter in two dialogues: when the child wakes up late and when the daughter is unwell. In the first instance, the mother sarcastically refers to the daughter as a *"princess"* for waking up at 11 o'clock and insinuating laziness by mentioning her own morning cooking efforts while the daughter slept. In the second instance, when the daughter complains of a headache, the mother mockingly attributes it to excessive screen time spent on TikTok or watching Korean dramas, suggesting the daughter should continue these habits to cure the headache.



Figure 2.6 When the mother finds out that her daughter wakes up late

*(Saat anak bangun siang)*

*IBU: Oh, tuan putri udah bangun ya? Baru juga jam 11 kok sudah bangun sih? Mama masak tuh tadi pagi-pagi waktu tuan putri masih tidur. Laper ya bangun tidur? Silahkan makan tuan putri, langsung makan saja sudah disiapkan (menatap anak dengan sinis)*

*(Saat anak tidak enak badan atau sakit)*

*IBU: Kenapa? Pusing? Kurang lama kali rebahan sambil nonton Tiktoknya? Atau kurang lama nonton drakornya? Iya? Sampai pusing kaya gitu? Nonton aja lagi sampai gak tidur semalaman sekalian. Mungkin pusingnya bisa ilang.*

*HALIMAH: .... Alih alih membuat anak mengubah perilakunya yang buruk sindiran justru menjauhkan hubungan baik antara anak dan orang tuanya. Karena ibu benar sindiran itu rasanya sakit tapi setelah disindir, anak tidak dapat gangguan dengan jelas perilaku sebelah mana yang harus dia ubah kesan yang didapat anak justru "ibu membenciku". Oleh sebab itu, "ibu suka berkata-kata yang menyakitkan hatiku". Sehingga*

*Aku harus mencari sebanyak mungkin waktu. Agar tidak berpapasan atau berinteraksi dengan ibu. Sayang banget kan.*

[(When the daughter wakes up in the afternoon)]

MOM: Oh princess, are you awake already? It's only 11 o'clock, how come you are already awake? Mom cooked this morning, while the princess was still sleeping. Did you wake up hungry? Please eat, princess, just eat it and it's already prepared (looked at the child sarcastically)

(When the daughter is not feeling well or is sick)

MOM: Why? Headache? Not enough time to lie down while watching TikTok? Or do not watch Korean dramas long enough? Yeah? So, feel a headache like that? Just watch it again until you do not sleep all night. Maybe the headache will go away.

HALIMAH: ... In fact, instead of making children change their bad behavior. Satire actually drives away good relationships between children and their parents. Because mother, it's true that sarcasm hurts, but after being sarcastic. The child cannot be clearly disturbed. Which behavior should he/she change? The impression the child gets is that the mother hates me. Therefore, the mother likes to say words that hurt my heart. So, I have to find as much time as possible. So that you do not run into or interact with your mother, it's really a shame, right? (@dailyjour, 2021)]

The parenting style depicted in this conversation is characterized by sarcasm, criticism, and lack of empathy, which has detrimental effects on the daughter's emotional well-being and the mother-daughter relationship. Sarcasm and criticism from the mother deeply hurt the daughter, causing emotional pain and distress. Instead of providing comfort and support, the mother's sarcastic remarks about the daughter's waking time or health concerns undermine her feelings and sense of self-worth. The use of sarcasm and criticism creates a communication barrier between the mother and daughter. Rather than fostering open and honest communication, the mother's negative words and mocking attitude discourage the daughter from expressing her thoughts and feelings, leading to a breakdown in trust and understanding. By using sarcasm as a form of discipline or response to the daughter's behavior, the mother reinforces negative patterns of interaction and communication. The daughter internalizes the message that her feelings and experiences are not valid or worthy of empathy, leading to feelings of rejection and isolation.

This dialogue illustrates that there is a possibility for the daughter to have discontent and withdrawal feelings. This possibility represents the potential impact for the daughter. Her feeling

of discontent might happen when her mother rebukes her for waking up late. Her mother's sarcastic labeling may cause her to have discomfort in her family. This condition shows the potential impact for the daughter.

For the next evidence in @dailyjour's TikTok, the event illustrates the mother undermining her teenager's autonomy and self-esteem through critical and controlling behavior. In the first instance, the mother harshly critiques her daughter's clothing choice by calling her "chubby" and labeling her outfit as "ugly," instructing her to change. This dismissive attitude extends to decision-making, where the mother asserts her authority by claiming she knows best and insists her child follows her directives without question. This constant belittling and lack of encouragement lead the teenager to doubt her own abilities, resulting in hesitation and fear of embarrassment in situations like answering questions in class.



Figure 2.7 The mother determines the daughter's interest choices

*(Ketika beranjak remaja, orang tua sering menyepelekan pilihannya)*

*IBU: Eh mau ke mana, pakai baju kayak gitu, udah tahu gendut, pilih baju yang kayak gitu, jelek banget, ganti ganti.*

*(Dan orang tua sering menganggap anak tidak mampu memilih dan memutuskan.)*

*IBU: Kamu itu masih kecil, nggak tahu apa-apa, mama yang paling tahu apa yang terbaik buat kamu, udah ikutin mama aja, kalau mama bilang A harus A.*

*(Maka, ia akan tumbuh jadi sosok yang ...)*

*ragu akan kemampuannya sendiri*

*ANAK: Eh kayaknya aku tahu nih jawabannya, hmm ngomong nggak ya, angkat tangan nggak ya, eh nggak usah deh, aku kan sering salah, nanti kalau jawabnya salah malu lagi.*

*[(As they grow into teenagers, parents often underestimate their choices.)]*

MOTHER: Where are you going dressed like that? You know you are chubby, choose clothes like this, it's ugly, change it.

(And parents often assume the daughter is incapable of making choices and decisions.)

MOTHER: You are still young, you do not know anything, Mom knows best what's good for you, just follow Mom, if Mom says A, it must be A.

(Then, they will grow into someone who...doubts their own abilities)

DAUGHTER: Hmm, I think I know the answer, should I say it or not, should I raise my hand or not, oh forget it, I'm often wrong, if I give the wrong answer, I'll be embarrassed again.

(@dailyjour, 2021)]

In this dialogue, the dominant parenting style portrayed has several negative impacts on the daughter's development. The mother's dismissive and critical remarks about the daughter's appearance and choices undermine her confidence. Constant criticism erodes the daughter's belief in her abilities and judgment, leading to self-doubt and reluctance to assert herself, as seen in the mother's statement, *"Where are you going dressed like that? You know you are chubby; choose clothes like this, it's ugly, change it."* By insisting that the child follow her directives without question, the mother fosters a dependency on parental authority rather than encouraging independent thinking and decision-making. The daughter becomes reliant on the mother's validation and approval, lacking the confidence to make choices and assert her own preferences. The mother's negative reinforcement and emphasis on avoiding mistakes instill a fear of failure in the daughter.

This dialogue shows that there is a possibility for the daughter to have withdrawal feelings. This possibility represents the potential impact for the daughter. Her feeling of withdrawal might happen when the mother controls her life choices too much. The daughter does not have any other options to choose, because she has to follow her mother's words. This condition may cause her to be reluctant to choose her own preferences and make her afraid of having her own decision. This condition shows the potential impact of having withdrawal feelings from her family.

This evidence of dominant parenting by criticizing shows the conversation that demonstrates a progression of the mother's controlling behavior towards her child's choices and interests. When the child expresses a desire to join club A, the mother immediately dismisses it, insisting the child join club B instead, claiming she knows better. As a teenager, the child faces further discouragement when the mother undermines their interest in reading novels, deeming it pointless compared to studying textbooks. This pattern continues into the child's young



adulthood, where the mother, despite having previously stifled the child's decision-making abilities, criticizes them for being indecisive about choosing a college major.



Figure 2.8 When the mother regulates her child's interests

*(Ketika anak kecil ...)*

*ANAK: Ma, aku mau ekskul A ya?*

*IBU: Kamu masih kecil, mana ngerti. Udah ikut ekskul B aja. Mama lebih tau*

*(Ketika anak remaja....)*

*IBU: apa gunanya sih baca novel? Ga ngaruh sama nilai sekolah! mending baca buku pelajaran.*

*(Ketika anak beranjak dewasa...)*

*ANAK: Ma, aku bingung mau kuliah jurusan apa...*

*IBU: Kok plin-plan? Udah gede kok gak bisa menentukan pilihan!*

*[(When a child...)]*

*CHILD: Mom, I want to join club A, okay?*

*MOTHER: You are still young, you wouldn't understand. Just join club B. Mom knows better.*

*(When a teenager...)*

*MOTHER: What's the point of reading novels? It won't affect your grades! It's better to read textbooks.*

*(As they grow older...)*

*CHILD: Mom, I'm confused about which major to choose for college...*

*MOTHER: Why so indecisive? You are grown up now, yet you can't make a decision!*

*(@dailyjour, 2022)]*

The provided dialogue exemplifies dominant parenting, characterized by criticizing and dismissing the child's autonomy and preferences. In the first dialogue, the mother disregards the child's desire to join Club A, asserting her own judgment as superior and implying that the child's opinion is invalid due to her age. This conveys a lack of respect for the child's individual interests and aspirations. Similarly, in the second dialogue, the mother diminishes the value of the teenager's recreational reading, prioritizing academic performance over personal enrichment. This attitude undermines the teenager's autonomy and discourages intellectual curiosity. Finally, in the third conversation, the mother responds dismissively to the child's uncertainty about choosing a college major, criticizing her perceived indecisiveness instead of offering support or guidance. Overall, these interactions reflect a dominant parenting style characterized by criticism and control, which may inhibit the child's self-confidence, decision-making skills, and sense of agency. It shows that the mother asserts the highest authority in choosing her child's activities without considering the child's perspective, as seen in her statement, "You are *still young*, you wouldn't understand. Just join club B. Mom knows better."

This dialogue shows that there is a possibility for the child to have withdrawal feelings. This possibility represents the potential impact for the child. His feeling of withdrawal might happen when he is constantly being disregarded and overridden by the mother's decisions and opinions. It may lead him to be reluctant to express his thoughts and aspirations. The child does not have a choice in the direction he wants to choose. This condition shows the potential impact of having withdrawal feelings from his family.

In this evidence from @dailyjour's TikTok of a dominant parenting style, the child complains to the mother about a stomach ache, insisting she has not skipped any meals. The mother responds harshly, attributing the child's illness to excessive cellphone use, contrasting her behavior unfavorably with that of a neighbor's child who socializes and has hobbies. The mother's criticism escalates as she dismisses the child's explanation that her phone usage is for studying and homework, sarcastically questioning, if the phone can now cure the illness.



Figure 2.9 The mother blames the child for playing on cell phone too often to the point of getting sick

*ANAK: Ma, kenapa ya perutku sakit? Padahal gak telat makan lho*

*IBU: Gimana kamu gak sakit, kalo dari pagi sampai malam, kerjanya handphone terus, handphone terus. Lihat tuh anak tetangga, bersosialisasi, punya hobi. Gak kayak kamu, taunya handphone kamar, handphone kamar. Itu-itu aja tiap hari. Gimana gak mau sakit, kalo kaya gini baru ngadu ke mama*

*ANAK: Kan aku lihat handphone, karena aku belajar online ngerjain tugas*

*IBU: Terus sekarang sudah sakit, minta handphone kamu buat ngobatin, bisa gak?? GAK BISA KAN!*

*HALIMAH: ... orang tua harus ingat mengkritik anak secara berlebihan dan sampai membanding-bandingkan mereka itu bisa menyebabkan gangguan kecemasan pada anak. Gangguan kecemasan ini akan susah sekali sembuhnya, meskipun dengan obat-obatan dari psikiater.*

[DAUGHTER: Mom, why does my stomach hurt? I didn't skip any meals.

MOTHER: How could you not be sick, when from morning to night, all you do is use your cellphone, use your cellphone. Look at the neighbor's child, socializing, having hobbies. Unlike you, all you know is cellphone in your room, cell phone in your room. The same routine every day. How could you not get sick? If you are feeling like this, only then you come to complain to me.

DAUGHTER: But I use my phone to study online and do my homework.

MOTHER: So now that you are sick, you want your phone to cure you, is that possible??  
OF COURSE NOT!

HALIMAH: ... parents must remember that excessively criticizing and comparing their children can cause anxiety disorders in children. These anxiety disorders can be very difficult to overcome, even with medication from a psychiatrist. (@dailyjour, 2022)]

In this dialogue, the mother's response to the daughter's complaint about stomach pain involves excessive criticism and comparison, which can have negative impacts on her emotional well-being. The mother immediately blames the daughter's stomach pain on her phone usage, criticizing her for spending too much time on her device. By comparing the child unfavorably to the neighbor's child and implying that the daughter's behavior is inferior, the mother undermines the daughter's self-esteem. This can lead to feelings of inadequacy, anxiety, and resentment in the daughter, as she may internalize the message that she is not good enough. Instead of addressing the daughter's physical discomfort and offering support, the mother dismisses the daughter's complaint and refuses to acknowledge her perspectives. By refusing to consider the possibility that the stomach pain may be caused by something other than phone usage, the mother invalidates the daughter's experience and undermines her trust in seeking help from the mother in the future.

This dialogue shows that there is a possibility for the daughter to have discontent and withdrawal feelings. This possibility represents the potential impact for the daughter. Her feeling of discontent might happen when the daughter experiences criticism and comparisons from the mother, like from this statement *"How could you not be sick, when from morning to night, all you do is use your cellphone, use your cellphone. Look at the neighbor's child, socializing, having hobbies. Unlike you, all you know is cellphone in your room, cell phone in your room."* It can significantly impact her emotional and mother-child relationships. Her feeling of withdrawal might happen when the daughter has the potential to have anxiety disorders that are difficult to get rid of, as stated in Halimah's statement. This condition shows the potential impact of having discontent and withdrawal feelings from her family.

In the next evidence, the mother employs indirect criticism and threats of violence to address her child's phone usage. She sarcastically compares the child unfavorably to a neighbor's child, emphasizing their outdoor play and academic success while denigrating her own child for lying down with a phone. When the child continues using the phone, the mother escalates the situation by threatening to hit him if he does not hand over the device, ultimately seizing it. This interaction highlights the mother's use of hurtful remarks and intimidation, leading to potential negative consequences such as increased attachment to gadgets, a tense mother-child relationship, and the child's adoption of aggressive behaviors.



Figure 2.10 Mother satirizes the child's habit of playing with handphone

*(Menyindir: Ini akan membuat anak semakin tertarik pada dunia gadget karena perkataan orang tua menyakiti hatinya di dunia nyata)*

*IBU: Main hape lagi, main hape lagi, rebahan mulu... lihat itu anak tetangga main-main di luar. Gak pengen apa kamu main bareng mereka? Orang pada pinter-pinter, pinter ngaji, pinter belajar, kamu pinter rebahan doang!*

*(Mengancam dengan kekerasan: anak akan belajar perilaku kasar jika ingin mendapatkan sesuatu)*

*IBU: Dek, sini hapenya. Sini atau mama pukul? Beneran? Berani? Mama pukul ya. Sini hp nya sekarang (mengambil hape anaknya)*

[(Indirect criticism: This will only make children more interested in the gadget world because parents' words hurt their hearts in the real world)]

MOTHER: Playing with your phone again, lying down all day... look at the neighbor's child playing outside. Do not you want to play with them? They're all smart, good at studying, but you are just good at lying down!

*(Threatening with violence: children will learn aggressive behavior if they want to get something)*

MOTHER: Come here, give me your phone. Give it or I'll hit you. Seriously? Dare you? Mom will hit you. Give me your phone now (taking the child's phone). (@dailyjour, 2021)]

In this analysis, the parenting behaviors described involve indirect criticism and threats of violence, both of which can have negative impacts on a child's emotional well-being and behavior. The mother indirectly criticizes the child's behavior, specifically their use of gadgets and lack of physical activity. By comparing them unfavorably to other children and implying that they are not as intelligent or productive, the parent may inadvertently undermine the child's

self-esteem and confidence. This can also lead the children to seek solace and validation in the digital world, exacerbating their reliance on gadgets for fulfillment and entertainment. Threatening physical violence to coerce compliance from the children is not only emotionally damaging but also teaches the children that aggression is an acceptable means of getting what they want.

This dialogue shows that there is a possibility for the child to have withdrawal feelings. This possibility represents the potential impact for the child. His feeling of withdrawal might happen when the child seeks comfort in the digital world, where he feels less judged or criticized compared to interactions in the real world. Halimah's statement that *"This will only make children more interested in the gadget world because parents' words hurt their hearts in the real world"* validates this point. The child may experience withdrawal from real-world interactions due to these conditions, illustrating the potential impact of feeling withdrawn from his family.

In this next event, the child, who feels frustrated by her mother's constant criticism about spending time in her room and on her phone, decides to join an art class as a way to socialize and find a new activity. However, her mother immediately dismisses the value of art, comparing it unfavorably to her sister's math tutoring. This reaction leaves the child in a dilemma, feeling that her interests are invalidated and her efforts to engage in acceptable activities are futile. As a result, the child retreats further into the online world, experiencing negative outcomes such as unlimited screen time, decreased cognitive abilities, low concentration, unstable mood, poor socialization, and potentially dangerous interactions by creating anonymous accounts. This dialogue illustrates the damaging impact of the mother's dismissive and critical attitude on a child's emotional and social development.



Figure 2.11 When the mother finds out her child is busy alone in the room

*Pas anaknya gak punya temen, ortu bilang...*

*IBU: "Heh! Jadi anak di kamar mulu! Hape mulu!"*

*ANAK PEREMPUAN: (menunjukkan ekspresi kesal)" yaudah aku mau ikut les gambar"*

*IBU: "Ya kegiatannya kaya kakak kamu dong. Les matematika ada manfaatnya. Les gambar apaan, ga ada gunanya"*

*(Karena serba salah akhirnya anak melampiaskan diri ke Internet, screen time tanpa batas, kognitif menurun, konsentrasi rendah, mood tidak stabil, sosialisasi buruk, sampai paling buruk, buat akun anonim untuk berekspresi tidak wajar tanpa ada konsekuensi. Bisa terlibat interaksi dengan orang asing berumur jauh di atasnya. Lindungi anak remaja kita)*  
[When the child does not have friends, parents say...

MOTHER: "Hey! Why are you always in your room! Always on your phone!"

DAUGHTER: (showing a frustrated expression) "Fine, I'll join an art class then."

MOTHER: "You should do like your sister's activities. Math tutoring is more beneficial. What's the use of an art class?"

*(Because they're caught in a dilemma, the child ends up venting on the internet, unlimited screen time, decreased cognition, low concentration, unstable mood, poor socialization, and worst of all, creating an anonymous account to express themselves abnormally without consequences. They could engage in interactions with much older strangers. Protect our teenage children. (@dailyjour, 2024))*

In this dialogue, the mother demonstrates a dominant parenting style by dismissing the daughter's desire to join an art class and instead prioritizing academic activities like math tutoring. This approach undermines the daughter's autonomy and individual interests, as the mother imposes her own preferences and values on the daughter. The mother's dismissive attitude towards the daughter's interests may also contribute to a sense of distrust between them, as the daughter may feel that her feelings and desires are not valued or respected. This can lead to a breakdown in communication and a reluctance to confide in the mother about important issues or concerns.

This dialogue shows that there is a possibility for the daughter to have discontent and withdrawal feelings. This possibility represents the potential impact for the daughter. Her feeling of discontent might happen when she is always criticized for spending too much time alone in the bedroom or choosing her own activities. The daughter vents her feelings of dissatisfaction or discontent by seeking solace online or by spending excessive screen time. This may detrimentally affect her cognitive abilities, concentration, mood stability, and social skills, as explained by Halimah's statement in the content text. This discontent may lead to emotional

withdrawal. This condition shows the potential impact of having withdrawal feelings from her family.

In this event, the mother's response to her child's emotions at different ages is consistently dismissive and critical. When the five years old child cries, the mother shames the child, emphasizing superficial concerns like beauty. At age eight, the mother invalidates the child's feelings of sadness and threatens to restrict playtime if the child continues to sulk, diminishing the child's experience of bullying. As a teenager, the child faces harsh criticism for academic failure, with the mother blaming the child's performance for parental conflicts. This pattern of emotional invalidation and harsh criticism leads the daughter to internalize these responses, resulting in self-doubt and confusion about her own emotions as she grows older. The daughter's internal dialogue reflects her struggle to acknowledge and process her feelings.



Figure 2.12 When the mother tends to often criticize her child

*(Ketika anak 5 tahun menangis)*

*IBU: Adek jangan nangis malu ah, jelek kalau nangis terus. nanti cantik nya ilang lho. Sudah-sudah jangan nangis!*

*(Ketika anak 8 tahun merasa sedih)*

*IBU: kenapa kamu pulang ngambek-ngambek begini, kenapa sih kalo habis pulang main dari teman ngambekan? Hah? Diganggu? Kamu jadi anak jangan baperan kaya gitu. Namanya main ya gitu. Besok-besok kalau ngambek-ngambek, gak main lagi deh*

*(Ketika anak remaja gagal saat belajar)*

*IBU: Hah? Dapat nilai 50 lagi? Bener-bener ya gara-gara kamu gak becus belajarnya, mama sama papa jadi sering berantem mulu. Coba kalau punya anak yang pinteran dikit! (Inilah yang terjadi ketika dia dewasa)*



*Anak: Duh kenapa aku tiba-tiba sedih ya? Ah gak, pasti aku yang kurang bersyukur. Aku yang lebay, gak mungkin, gak mungkin. Aduh, tapi sedih banget*

[(When a 5-year-old daughter cries)]

MOTHER: Do not cry, dear, it's embarrassing. It's not good to cry all the time, you'll lose your beauty. Come on, stop crying!

(When an 8-year-old daughter feels sad)

MOTHER: Why are you sulking like this when you come home? Why do you always sulk after playing with friends? Huh? Got bullied? You shouldn't be so sensitive. It's just playing. If you keep sulking like this, you won't be allowed to play anymore tomorrow.

(When a teenager fails in their studies)

MOTHER: Huh? Got another 50 on your test? It's all because you are not good at studying, your father and I keep arguing because of you. If only we had a smarter child!

(This is what happens when they grow up)

DAUGHTER: Why am I suddenly feeling sad? Oh no, I must be ungrateful. I must be overreacting, it can't be. Oh, but I feel so sad. (@dailyjour, 2021)]

In this dialogue, the mother employs a dominant parenting style characterized by dismissive and invalidating responses to her daughter's emotions at different developmental stages. When the five-year-old daughter cries, the mother tells them not to cry, implying that it is embarrassing and will diminish her beauty. This response invalidates the daughter's feelings and teaches them to suppress her emotions rather than express it in a healthy way. It shows the mother's lack of responsiveness to her daughter and increases the controlling aspect by instructing her not to cry. Similarly, when the eight-year-old daughter expresses sadness after coming home from playing with friends, the mother dismisses her feelings by labeling her as sulking and being overly sensitive. Instead of addressing the underlying cause of the daughter's sadness, such as potential bullying, the mother trivializes the situation and threatens to restrict the daughter's playtime as punishment. When the daughter fails in her studies, the mother blames and criticizes her academic performance, attributing her failure to a lack of intelligence. This response undermines the daughter's self-esteem and discourages them from seeking support or guidance from the mother in times of difficulty.

This dialogue shows that there is a possibility for the daughter to have withdrawal feelings. This possibility represents the potential impact for the daughter. Her feeling of withdrawal might happen when the daughter consistently faces criticism and disappointment from her parents regarding her academic performance, such as being told, "*Got another 50 on your test? It's all*

*because you are not good at studying."* Her feelings may cause her to retreat emotionally, avoiding sharing her feelings or seeking support from her mother due to fear of further disappointment. This condition shows the potential impact of having withdrawal feelings from her family.

The next piece of evidence is that the mother uses fear-based tactics to control her child's behavior. She threatens to call the police to stop the child from jumping around, to contact the teacher to enforce studying, and to mention a doctor giving injections to stop crying. This method of parenting aims to elicit immediate obedience through fear rather than understanding or genuine compliance. However, as noted, such strategies can have adverse effects in the long term. As the child grows older, he may realize these threats are empty and lose trust in the mother, recognizing the manipulation.



Figure 2.13 The mother controls the child by scaring

*(Menakut-nakuti anak, emang boleh?)*

*IBU: Adek ngapain lompat-lompat turun, cepetan turun, mama panggilin polisi ya, ditembak sama pak polisi!*

*IBU: dek, kamu belajar sekarang atau mama telepon ibu guru kamu, ntar dimarahin sama bu guru, mau ditelepon? Ya udah belajar!*

*IBU: udah udah nangis ya udah udah, jangan nangis, ntar ada dokter disuntik loh sama dokter sstt... udah...*

*HALIMAH: nakut-nakutin anak kayak tadi, pasti banyak banget dilakukan oleh para orang tua karena satu anak cepat nurut dan ke-2 anak nggak pakai babibu langsung melaksanakan, tapi tahu nggak buruknya apa, cepat atau lambat anak akan menyadari itu cuma bohong-bohongan, dan ketika dia sudah sadar itu cuma bohong-bohongan. Satu, dia akan sulit untuk mempercayai orang tuanya karena sering dibohongin, dan yang ke-2 dia nggak akan nurutin perintah orang tuanya lagi karena selama ini dia menurut karena ketakutan doang, bukan karena kesadaran bahwa dia melakukan sesuatu yang baik.*

[Is it okay to scare children?

MOTHER: What are you doing jumping around, hurry up and come down, I'll call the police, and you'll get shot by the police!

MOTHER: Hey, are you studying now or should I call your teacher, you'll be scolded by the teacher later, do you want me to call? Alright, study!

MOTHER: Okay okay, stop crying now, do not cry. Later, there will be a doctor who will give you an injection, shh...

HALIMAH: Scaring children like earlier is surely done by many parents because one child quickly obeys and the other child is not obedient, the mother immediately implements it, but do you know how bad it is, sooner or later the child will realize that it's just lies, and when they realize it's just lies. First, they will find it difficult to trust their parents because they are often lied to, and secondly, they will not obey their parents' commands anymore because all this time they obeyed out of fear, not because they were aware that they were doing something good (@dailyjour, 2021)]

The excerpt illustrates a form of dominant parenting characterized by criticizing and instilling fear in the child to enforce obedience. The mother's use of threatening language, such as mentioning calling the police or threatening to have the child scolded by the teacher, demonstrates her attempt to control her child's behavior through intimidation. By using fear tactics, the mother seeks immediate compliance from her child, believing it to be an effective method of discipline. However, the consequences of such parenting tactics are highlighted in the analysis provided by @dailyjour. It suggests that while fear may yield short-term obedience, it undermines trust between the mother and child in the long run. The child eventually realizes that these threats are empty lies, eroding his trust in the mother and diminishing his willingness to obey out of genuine respect or understanding. This approach to parenting may result in a tense mother-child relationship and hinder the child's emotional development and autonomy.

Overall, the excerpt underscores the detrimental impact of using fear and intimidation as tools of discipline within dominant parenting practices.

This dialogue shows that there is a possibility for the child to have distrust feelings. This possibility represents the potential impact for the child. His feeling of distrust might happen when the mother uses fear to discipline, such as threatening to call the police or mentioning injections, as seen in the statement, *“What are you doing jumping around? Hurry up and come down, or I’ll call the police, and you’ll get shot!”* This form of emotional manipulation may cause the child to feel a lack of trust towards the mother. As Halimah highlights, this erosion of trust may weaken the mother-child relationship.

To sum up, dominant parenting through criticism can lead to children becoming dissatisfied and unhappy with their situation rather than obedient voluntarily. When a mother frequently criticizes her children, focusing on their mistakes and shortcomings, it may create an environment where the children feel unappreciated. This constant criticism may erode the children's feeling of resentment and frustration. Instead of learning to follow rules out of respect and understanding, the children may comply out of fear or a desire to avoid further criticism. This can result in a lack of genuine motivation to behave well, as the children's action are driven by a desire to escape negative feedback rather than an internalized understanding of right and wrong. Over time, this may lead to emotional pain and an uptight mother-child relationship, ultimately hindering the children's overall development and behaviors.

### **2.1.2 By Insulting**

Insulting refers to the mother’s saying something that offends or humiliates her children intentionally. It involves using disrespectful or offensive language with the aim of belittling the children targeted. Characteristics of insulting behavior include using derogatory language, targeting someone's personal attributes or characteristics, and intending to belittle the children. Insulting remarks may be delivered with the purpose of causing emotional harm or asserting dominance over the children. Insults can vary in intensity, ranging from subtle jabs to outright offensive comments, and the mother often aims to undermine the children's self-esteem or confidence.

In dominant parenting through insults shown in *@dailyjour’s* TikTok content, there are two events of interaction between mother and child. Firstly, the mother scolds and humiliates her child's friends who are deemed unrighteous. Then, secondly, mothers who look down on the children from childhood.

Firstly, in this dialogue, the mother criticizes her teenager's friends, leading to a defensive response from the teenager. When the teenager asserts that his friends understand them better than the mother, it highlights the significance of peer relationships in adolescent identity formation. By undermining the teenager's friendships, the mother inadvertently alienates her child and disrupts the lines of communication between them.



Figure 2.14 Mother is scolding teenagers who look down on her child's friends

*Orang tua sedang memarahi anak remaja. Anak remaja biasanya akan diam hingga terucap kalimat ini...*

*IBU: Teman-teman kamu memang nggak ada yang bener!*

*ANAK: Mama tahu gak? Mereka lebih ngertiin aku daripada mama!*

*HALIMAH (Text): Circle pertemanan adalah hal penting bagi seorang remaja yang sedang mencari jati diri. Dia menemukannya bagian dirinya pada temannya. Mengejek temannya, akan membuat remaja menutup jalur komunikasi dengan orang tua*

[Parents are scolding teenagers. Teenagers usually stay silent until their parents say this sentence...

MOM: None of your friends are right!

TEENAGER: Mom, do you know? They understand me better than mom!

HALIMAH (Text): A friendship circle is important for a teenager who is looking for identity. He/she found a part of himself/herself in his/her friends. Mocking their friends will make teenagers close the lines of communication with their parents. (@dailyjour, 2022)]

From a dominant parenting perspective, the mother's scolding and dismissal of the teenager's friends suggest controlling behavior. Dominant parenting style often involves strict rules, little flexibility, and a focus on obedience rather than understanding. In this case, the mother's disapproval of the teenager's friends is evident from her dialogue, "*None of your friends are right!*" This statement reveals the mother's desire to exert control over the teenager's social

circle. The way she communicates this disapproval is offensive, likely causing the teenager to feel insulted and defensive. By categorically dismissing all of the teenager's friends, the mother not only undermines the teenager's judgment but also risks damaging his self-esteem and sense of autonomy. This approach can lead to increased tension and conflict in the mother-child relationship, as the teenager may feel misunderstood and unfairly judged.

This dialogue shows that there is a possibility for the teenager to have withdrawal feelings. This possibility represents the potential impact for the teenager. His feeling of withdrawal might happen when the teenager's response, *"Mom, do you know? They understand me better than mom!"* This statement indicates a deep sense of detachment from the mother, likely arising from feelings of being misunderstood and judged. As explained by Halimah, this pattern of withdrawal and reliance on external sources for emotional fulfillment, underscores the breakdown in trust and communication between the teenager and the mother. This condition shows the potential impact of having withdrawal feelings from his family.

The last piece of evidence in the depicted dialogue, the mother's words, which reflect a pattern of dismissive and emotionally neglectful behavior towards the child. By attributing family difficulties to the child's perceived shortcomings and expressing frustration at the child's emotional response, the mother creates an environment where the child feels responsible for the family's struggles and inadequate in expressing her emotions. The child's tearful reaction suggests a deep sense of hurt and helplessness in the face of parental criticism and indifference, further exacerbating feelings of insecurity and unworthiness. This cycle of emotional neglect and blame perpetuates a tense mother-child relationship, hindering the child's emotional development and sense of self-worth.



Figure 2.15 The mother who look down on their children

*Soalnya waktu gue kecil...*

*IBU: Jadi anak kok nyusahin mulu? Kalau bukan karena biayain kamu, keluarga kita pasti gak sesusah ini!*

*IBU: Bisa gak sih kamu berhenti nangis?! Bikin susah orang tua saja!*

*IBU: Di nasehatin dikit, nangis, susah ngomong sama anak kayak kamu!*

*Anak menunduk dan menangis.*

[Because when I was little...

MOTHER: Why do you always make things difficult as a child? If it weren't for supporting you financially, our family wouldn't be in such a difficult situation!

MOTHER: Can't you stop crying?! You are making it hard for your parents!

MOTHER: Just a little scolding, crying—it's difficult to talk to a child like you!

(The child lowers their head and cries.) (@dailyjour, 2022)]

In this dialogue, the mother's remarks reflect a dominant parenting style characterized by controlling behavior and a lack of empathy. She resorts to guilt-tripping and blaming the child for the family's difficulties, which can have a detrimental effect on the child's self-esteem and emotional well-being. The mother's use of harsh language and criticism, such as telling the child to stop crying and accusing him of making things difficult, undermines the child's confidence and ability to express his emotions. Instead of providing comfort and support, the mother's response exacerbates the child's distress and feelings of inadequacy.

This dialogue shows that there is a possibility for the child to have discontent feelings. This possibility represents the potential impact for the child. His feeling of discontent might happen when the child's sad reaction, especially highlighted by his mother's statement "*Can't you stop crying?! You are making it hard for your parents!*" This also shows that the mother communicates with her child harshly, which makes the child tend to be emotionally distant and closed off. Because the reaction at the end of the child, who can only lower her head and cry, shows that the child is emotionally insecure. This condition shows the potential impact of having discontent feelings in his family.

So, this parenting style uses insulting words, and can cause a child to have a sense of withdrawal and emotional detachment. This constant exposure to insults can create a hostile and emotionally damaging environment, prompting the child to withdraw emotionally as a defense mechanism. They may become hesitant to express themselves or engage with others, fearing further ridicule or criticism. Additionally, the child may develop a sense of detachment from their emotions, suppressing their true feelings to avoid vulnerability. Over time, this pattern of interaction can erode the child's confidence and self-esteem, hindering their ability

to form healthy relationships and navigate social interactions effectively. Thus, the use of insulting language in parenting can contribute to a cycle of emotional withdrawal and detachment in the child, impacting their overall psychological well-being

In summary, dominant parenting characterized by frequent criticism can lead to children feeling dissatisfied and unhappy, rather than voluntarily obedient. Continuous harsh criticism from the mother can create an environment where the children feel undervalued and unappreciated, eroding their self-esteem and fostering resentment. Instead of internalizing values, the children may comply out of fear or a desire to avoid further criticism, leading to emotional pain and strained mother-child relationships. Conversely, the use of insulting language in parenting can create emotional detachment and withdrawal in the children, as they fear further ridicule, hindering their ability to form healthy relationships and navigate social interactions effectively.

## **2.2 Semi-Dominant Parenting Style Through Mother's Words and Its Most Positive Potential Impacts**

Semi-dominant parenting is a parenting style in which the mother does not really have strong and dominant power or influence in the mother-child relationship. In this case, in this parenting the mother still gives her children opportunities to respond to the mother's words. In other words, there is two-way communication between mother and child. This concept is in line with authoritative parenting by Baumrind. It refers to a communication style where the mother asserts her authority and expectations. It can be said that she also considers her children's feelings and opinions. It shows a balance between the mother's setting rules and paying attention to her children's emotional needs. In this parenting style, the mother is still in control, but she also recognizes the importance of opening dialogue and providing space for children's expression.

In *@dailyjour's* TikTok content has parenting related to semi-dominant parenting, which totals five events. The first one is the mother who reminds her child of the dangers of climbing into the cupboard, the second is the mother who reminds her child to carry out his responsibilities. Then, the third is the mother who forbids her child from going out until dawn. Next, fourth is a mother who teaches her children to share their "needs" and "wants". The last one is the mother who advises the child on what he needs to know before entering school for the first time.

Firstly, in this dialogue, the mother effectively communicates boundaries to the child in an assertive yet empathetic manner. By expressing her emotions calmly and explaining the



reason behind her request, the mother provides clear guidance while acknowledging the child's perspective. This approach fosters understanding and cooperation, as the child learns to recognize and respect boundaries without feeling intimidated or belittled. The emphasis on maintaining a respectful tone demonstrates the importance of nurturing healthy communication habits within the mother-child relationship, promoting mutual understanding and trust.



Figure 2.16 When the child is trying to climb a cupboard and the mother forbids him

*Memberitahukan perasaan sendiri kepada anak dengan cara tegas, membuat anak paham akan batasan.*

*IBU: Adik turun sekarang, mama marah banget adik manjat-manjat lemari kayak gitu. Karena mama sudah peringatkan berulang kali kalau itu berbahaya. Lain kali kalau adik mau ngambil apapun dari atas itu, bilang ke mama, minta tolong.*

*HALIMAH: Inti nasehatnya sama, beda di nada doang. Kita sendiri pun bisa membedakan mana yang lebih enak didengar. Aku tahu, tentu nggak gampang untuk merendahkan nada bicara kita ketika kita di dalam hati ini bergejolak segala macam emosi, tapi dimulai dari merendahkan nada, kita sesungguhnya tengah membangun jembatan komunikasi yang sehat banget.*

[Telling the child about her own feelings in an assertive way makes the child understand boundaries.

MOTHER: Come down now, Mom is really angry. You are climbing on the cupboard like that because Mom has warned repeatedly that it's dangerous. Next time, if you want to take anything from above, tell Mom and ask for help.

HALIMAH: The essence of the advice is the same, only the tone is different. We ourselves can distinguish which one is more pleasant to hear. I know, of course, that it's not easy to lower our tone of voice when we are feeling all kinds of emotions in our hearts, but by starting with lowering our tone, we are actually building a really healthy communication bridge. (@dailyjour, 2023)]

In this dialogue, the mother adopts a semi-dominant parenting approach by communicating assertively with her child while maintaining a level of empathy and understanding. It can be seen from the mother's statement, *"Come down now, Mom is really angry. You are climbing on the cupboard like that because Mom has warned repeatedly that it's dangerous,"* indicating her feelings clearly and firmly. This interaction illustrates the mother's authority over the child, as she directs him to come down from the cupboard, emphasizing safety as a priority. The mother sets boundaries and underscores the importance of safety, while also teaching the child effective communication skills. Her use of assertive language, expressing her anger and explaining its reason, helps the child grasp the consequences of his actions and reinforces the need to adhere to rules and guidelines. By addressing the child's behavior and providing clear instructions for future actions, the mother encourages accountability and fosters the child's sense of responsibility.

This dialogue shows that there is a possibility for the child to have self-control. This possibility represents the potential impact for the child. His feeling of self-control might happen when the mother has assertive communication about her feelings and the situation sets clear boundaries for the child. This parenting style is not only reinforcing self-control in the child, but also builds a healthy communication bridge as shown in *"... by starting with lowering our tone, we are actually building a really healthy communication bridge."* It is ensuring that the child feels understood and valued, as stated by Halimah. This condition shows the potential impact of having self-control on himself.

In second evidence, in this interaction, the mother demonstrates a compassionate and supportive approach to addressing her child's reluctance to do homework. Rather than resorting to coercion or punishment, she acknowledges the child's feelings of fatigue and boredom, offering understanding and alternatives to help alleviate the stress. By maintaining consistency in enforcing rules while also providing emotional support, the mother prioritizes her child's well-

being and mental health. This approach fosters a sense of trust and open communication, allowing the child to express his concerns without fear of judgment or reprisal.



Figure 2.17 The mother who reminds her child to do his responsibilities

*IBU: Kenapa nggak mau ngerjain PR ya? Sayang, mama tahu pasti capek banget ya rasanya belajar, bosen juga kegiatannya, itu itu mulu setiap hari. Mama ngerti banget, tapi kita harus konsisten bahwa gadget hanya boleh dipegang setelah kamu mengerjakan PR. Biar mama bantu, apa kamu mau? Mama pijat sambil minum susu coklat abis itu belajar, atau mau tidur siang dulu abis itu belajar, kamu yang tentuin. Kamu tetap nggak mau ngerjain PR? Oke, tapi mama tetap konsekuen ya sama peraturan kita, nggak ngerjain PR artinya nggak main gadget. Mama nggak akan ada negosiasi lagi soal peraturan ini, maaf ya sayang.*

*HALIMAH: Menjaga kesehatan mental anak bukan berarti kita harus mengikuti semua kemauan anak biar mereka terus menerus bahagia setiap waktu, tapi bagaimana caranya kita menjadi orang tua yang tetap berada di dekat anak untuk melewati perasaan yang nggak enak, seperti merasa dikucilkan, tertinggal, kecewa, sedih, capek, dan lain-lain. Yuk, terus belajar supaya nggak salah persepsi tentang kesehatan mental.*

[MOTHER: Why do not you want to do your homework? Sweetheart, I know it must be really tiring to study, and the activities are boring, it's the same thing every day. I understand completely, but we have to be consistent and say that gadgets can only be used after you've finished your homework. Let me help, what do you want? Should I give you a massage while you drink hot chocolate and then study, or do you want to take a nap first and then study? It's up to you. You still do not want to do your homework? Okay, but I'll still be consistent with our rules, not doing homework means no gadgets. There won't be any negotiation about this rule anymore, sorry, my dear.

HALIMAH: Taking care of a child's mental health does not mean we have to fulfill all their desires to keep them happy all the time, but it's about being a parent who is always there for their child to navigate through uncomfortable feelings, such as feeling left out, behind, disappointed, sad, tired, and so on. Let's keep learning so we do not have misconceptions about mental health. (@dailyjour, 2022)]

In this dialogue, the mother demonstrates a balanced approach to parenting that prioritizes the child's mental health while also setting firm boundaries and expectations. Firstly, the mother acknowledges the child's feelings of tiredness and boredom regarding homework and offers support and understanding. By empathizing with the child's emotions, the mother creates a supportive atmosphere where the child feels heard and valued. However, the mother also maintains consistency in enforcing rules, such as limiting gadget usage until homework is completed. This consistency helps the child understand the importance of responsibility and self-discipline. By providing clear expectations and consequences, the mother teaches the child the importance of following through on commitments. Moreover, the mother offers alternatives to help the child manage his tasks, such as offering a massage or allowing a nap before studying. This shows flexibility and adaptability, allowing the child to choose a method that works best for them while still fulfilling his responsibilities.

This dialogue shows that there is a possibility for the child to have self-reliance. This possibility represents the potential impact for the child. His feeling of self-reliance might happen when the child learns and grows through his own experiences while still receiving necessary support and guidance. As explained by Halimah, taking care of children does not always mean fulfilling his every wish, but rather being present for him during his lowest moments and understanding his feelings. This condition shows the potential impact of having self-reliance on himself.

Thirdly, in this dialogue, the mother demonstrates a firm yet compassionate approach to enforcing rules regarding curfew, prioritizing the safety of her child while also acknowledging her desire for independence and socialization. By maintaining clear boundaries and expectations, the mother emphasizes the importance of safety without resorting to harsh discipline or authoritarian tactics. Instead, she offers alternative solutions, such as inviting friends over to celebrate New Year's Eve at home, fostering a sense of understanding and compromise. This approach exemplifies the principles of *"gentle parenting"*, which prioritize empathy, communication, and respect for both the child's autonomy and the family's values.



Figure 2.18 When the mother forbids the child to go out until the morning of the new year

*(Orang kira gentle parenting itu, menuruti "perkembangan jaman", padahal gentle parenting adalah menegaskan nilai yang di percaya keluarga dengan cara lembut.)*

*IBU: Nggak ada pengecualian ataupun negosiasi soal jam pulang ke rumah, dek ini bukan soal kamu masih kecil atau soal kamu itu anak perempuan, tapi soal keamanan. Paham nak, pengen banget ya ngerayain tahun baru kayak teman-teman sampai pulang pagi gitu, ngerti mama, adik pasti sedih banget, gimana kalau teman-teman yang diundang ngerayain tahun baru ke rumah kita. Karena mama nggak mungkin bernegosiasi sama soal keamanan kamu.*

*[(People think Gentle Parenting is about "keeping up with the times", but Gentle Parenting is affirming family values in a gentle way.)*

MOTHER: There's no exception or negotiation about the curfew, dear, this is not about you being young or about you being a girl, but about safety. I understand, dear. If you really want to celebrate New Year's Eve like your friends until morning, I understand, you must be very sad, how about inviting your friends over to celebrate New Year's at our house. Because mommy can't negotiate about your safety. (@dailyjour, 2023)]

In this dialogue, the mother exemplifies the principles of semi-dominant parenting by prioritizing safety while maintaining a gentle and understanding approach with her child. When the child asks permission to hold a New Year's party with her friends until the morning, the mother forbids him from attending the event, demonstrating her authority over her child. Rather than rigidly enforcing rules without explanation, the mother takes the time to communicate the underlying

reasons behind the curfew rule. She emphasizes that the rule is not arbitrary but is based on the value of safety, which is important for the well-being of her child. This parenting style helps the child understand the rationale behind the rule and fosters a sense of trust and respect for the mother's decision.

This dialogue shows that there is a possibility for the child to have content feelings. This possibility represents the potential impact for the child. His feeling of content might happen when the child feels heard and understood, while also learning important boundaries shown by the mother's statement, *"I understand, you must be very sad,"* and the mother suggests inviting friends over instead, the mother demonstrates a willingness to compromise. This condition shows the potential impact of having a feeling of content.

Next, in this interaction, the mother embodies the principles of gentle parenting by acknowledging her child's desires and validating her feelings while also setting clear boundaries and teaching the difference between wants and needs. Despite understanding her child's excitement about attending a concert, the mother effectively communicates the family's financial limitations and emphasizes the importance of prioritizing essential expenses over discretionary spending. By offering a compromise, such as purchasing merchandise instead of attending the concert, the mother demonstrates empathy and problem-solving skills, fostering a supportive and understanding relationship with her child. This approach exemplifies gentle parenting's emphasis on empathy, communication, and collaborative decision-making, ensuring the child's emotional needs are met while also instilling important life lessons about responsibility and financial literacy.



Figure 2.19 The mother who remind her child the importance of dividing “needs” and “wants”

*(Orang kira gentle parenting itu, menuruti semua kesenangan anak, padahal gentle parenting adalah mengenalkan anak tentang atas "butuh dan "ingin")*

*IBU: mama tahu kamu nge fans banget sama band ini dan kamu udah lama nunggu-nunggu datang ke Indonesia, mama juga tahu kamu pengen banget kayak teman-teman kamu, tapi kita nggak punya budget-nya. Mama nggak mungkin minjem ke tetangga, kecuali untuk kebutuhan pokok, dan nonton konser itu bukan kebutuhan pokok dek, adek harus bisa bedain mana keinginan mana kebutuhan.*

*(Memvalidasi perasaan anak, sekaligus memberi alternatif yang lebih bisa di terima kedua belah pihak.)*

*IBU: Iya sayang, mama paham. Mungkin kalau Rp. 500.000 untuk beli merchandise-nya, mama ada, mama bakal sediain buat kamu.*

[People think Gentle Parenting is about indulging all the child's pleasures, but Gentle Parenting is introducing the child to the concepts of "need" and "want."

MOTHER: Mommy knows you are a big fan of this band and you've been waiting for them to come to Indonesia for a long time, Mommy also knows you really want to be like your friends, but we do not have the budget for it. Mommy can't borrow from the neighbor, except for basic needs, and going to the concert is not a basic need, dear, you have to learn to distinguish between wants and needs.

*(Validating the child's feelings, while also providing alternatives that are acceptable to both parties).*

MOTHER: Yes, darling, mommy understands. Maybe if it's Rp. 500,000 for buying merchandise, mommy has it, mommy will provide it for you. (@dailyjour, 2023)]

In this interaction between mother and child, the mother maintains a firm stance in managing her child's wants and needs. This is evident in the mother's response to her child's desire to attend a concert of his favorite band, which requires a substantial ticket price. Despite showing her dominance, the mother acknowledges her child's enthusiasm, saying, *"Mommy knows you are a big fan of this band and you've been waiting for them to come to Indonesia for a long time. Mommy also knows you really want to be like your friends, but we do not have the budget for it."* While conveying her disagreement with her child attending the concert, the mother empathetically addresses the child's disappointment by suggesting alternative ways to use the budget, such as buying merchandise. She reassures the child, *"Yes, darling, mommy understands. Maybe if it's 500,000 for buying merchandise, Mommy has it, Mommy will provide it for you."*

This dialogue shows that there is a possibility for the child to have self-control. This possibility represents the potential impact for the child. His feeling of self-control might happen when children are told to know the limits of the concepts of “needs” and “wants,” which can be seen in the dialogue “Mommy also knows that you really want to be like your friends, but we do not have the budget for that.” This parenting style encourages the child to understand and accept financial constraints. This condition shows the potential impact of having self-control.

The last evidence of semi-dominant from @dailyjour’s TikTok is when the mother adopts a nurturing and supportive approach to parenting. She encourages open communication and empowers her child to express themselves freely. By expressing excitement for the first day of school and emphasizing her love and availability to listen, the mother creates a safe space for her child to share her experiences and feelings. Additionally, the mother teaches her child about boundaries and assertiveness, equipping them with essential skills to navigate social interactions and defend themselves against unwanted behavior. Through these actions, the mother promotes a positive mother-child relationship built on trust, understanding, and mutual respect, while also fostering the child's self-confidence.



Figure 2.20 The mother is encouraging and advising what needs to be done before the child goes to school for the first time.

*(Yang harus dikatakan orang tua pada anak di hari pertama sekolah)*

*(Yakinkan anak agar bercerita kepada orang tua tentang segala kejadian di sekolah)*

*IBU: Adek siap untuk berangkat hari pertama sekolah semangat. Kamu harus ingat ya, mama sayang banget sama kamu. Jadi kamu bebas untuk ceritain, apapun yang terjadi di sekolah nanti. Mulai dari yang kamu suka sampai yang nggak suka, tolong ceritain mama ya*



*(Ajarkan anak batasan dan membela diri dari hal yang tidak diinginkan)*

*IBU: adek harus ingat, kalau ada orang yang melakukan sesuatu yang tidak adek suka. Adek berhak untuk ngomong, "tolong", "jangan" ya dengan baik baik. Tapi kalau tidak didengarkan, adik boleh ngomong dengan keras dan tegas. "Jangan!"*

*[(Encourage the child to tell their parents about everything that happens at school)]*

MOTHER: Are you ready for the first day of school, excited? You have to remember, mommy loves you very much. So, you are free to tell me about anything that happens at school. From what you like to what you do not like, please tell mommy.

*(Teach the child boundaries and how words fend themselves from unwanted things)*

MOTHER: You have to remember, if someone does something you do not like, you have the right to say, *"please", "do not,"* nicely. But if they do not listen, you can speak loudly and firmly, *"Do not!"* (@dailyjour, 2021)]

From the dialogue above, the mother establishes an open and supportive environment by expressing love and interest in the child's experiences at school. She explicitly states that the child is free to share anything, encouraging open communication and building trust between them. Her words, *"you are free to tell me about anything that happens at school. From what you like to what you do not like, please tell mommy,"* demonstrate her warmth towards her child and willingness to maintain an open line of communication. Next, the mother educates her child about setting boundaries and asserting himself in uncomfortable situations. She emphasizes the importance of respectful communication by advising the child to politely express his discomfort using phrases like *"please"* or *"do not."* However, she also empowers her child by teaching him that it is acceptable to speak up more assertively if his boundaries are not respected.

This dialogue shows that there is a possibility for the child to have self-reliance. This possibility represents the potential impact for the child. His feeling of self-reliance might happen when a mother teaches her child to develop self-reliance by understanding and asserting personal boundaries. This is exemplified in her statement, *"You have to remember, if someone does something you do not like, you have the right to say, 'please,' 'do not,' 'nice.'"* The dialogue reveals that by encouraging the child to articulate the child's discomfort and set clear limits with other people, the mother is fostering the child's ability to navigate social interactions independently. This condition shows the potential impact of having self-reliance.

To sum up, from semi-dominant parenting, it can be concluded that the mother can still have control, act firmly, and give certain rules to the children. The difference between semi-dominant and dominant parenting is that the way the mother responds to her children is still

open compared to dominant parenting, which prioritizes the highest authority only in the hands of the mother. The potential impacts for the children are they can have control and rely on themselves without depending on other people, especially their own mother.

### **2.3 Non-Dominant Parenting Style Through Mother's Words and Its Least Positive Potential Impacts**

Non-dominant parenting represents the opposite of dominant parenting. In this parenting style, the mother only prioritizes fostering a nurturing and empathetic relationship with the children over asserting power or imposing strict rules. Through open communication and validation of the children's feelings and opinions, the mother creates an environment where children feel valued and empowered. However, this parenting style also entails certain risks. With unlimited freedom, children may face consequences, both positive and negative, based on the children's choices.

Based on the classification of non-dominant parenting that prioritizes the comfort and safety of children without considering setting rules for long term impacts, that is included in *@dailyjour's* content. There are three interactions between the mother and her child. The first, a mother who lets her child play as much as he likes. Second, the mother who lets her child do what he likes without limits. Lastly, the mother who thinks her child is the right one without wanting to know the truth.

First, the non-dominant mother is overly spoiling the child's feelings and pleasures, to the point of not caring about the child's responsibilities in education. Even though responding to the child's enjoyment is important, ignoring the child's responsibility for doing school work can be wrong. As addressed in the conversation below.

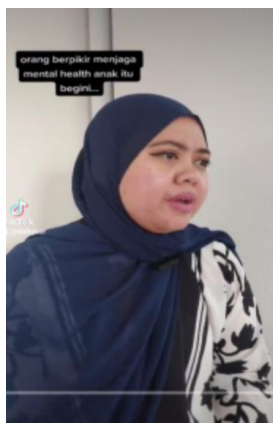


Figure 2.21 When the child is lazy about doing homework, the mother validates his feelings.

*HALIMAH (Text): Orang berpikir menjaga mental health anak itu begini ...*

*IBU: Kenapa, sayang? Kamu nggak mau ngerjain PR? Pasti anak mama lagi capek ya. Ya udah, nggak papa, nggak usah kerjain PR. Kalau kamu lagi stres kayak gitu nanti, mental health kamu terganggu lagi. Mau main game sampai malam? Nggak papa, main game aja. Yang penting kamu senang dan mental health terjaga.*

*DAILYJOUR: Menjaga kesehatan mental anak bukan berarti kita harus mengikuti semua kemauan anak biar mereka terus menerus bahagia setiap waktu, tapi bagaimana caranya kita menjadi orang tua yang tetap berada di dekat anak untuk melewati perasaan yang nggak enak, seperti merasa dikucilkan, tertinggal, kecewa, sedih, capek, dan lain-lain. Yuk, terus belajar supaya nggak salah persepsi tentang kesehatan mental.*

*[HALIMAH (Text): People think that taking care of a child's mental health is like this...*

*MOTHER: Why, darling? Do not you want to do your homework? You must be tired, huh? Alright, it's okay, you do not do your homework. If you are feeling stressed like that, your mental health will be affected again. Want to play games until late? No problem, just play games. The important thing is that you are happy and your mental health is maintained.*

*DAILYJOUR: Taking care of a child's mental health does not mean we have to fulfill all their desires to keep them happy all the time, but it is about being a parent who is always there for their child to navigate through uncomfortable feelings, such as feeling left out, behind, disappointed, sad, tired, and so on. Let's keep learning so we do not have misconceptions about mental health (@dailyjour, 2022)]*

In this dialogue, the mother adopts a non-dominant parenting style by prioritizing the child's emotional well-being and validating his feelings. Instead of imposing expectations or dismissing the child's emotions, the mother acknowledges the child's stress and offers support by suggesting alternative activities that may help alleviate his stress. She states, *"Alright, it's okay, do not do your homework. If you are feeling stressed like that, your mental health will be affected again."* By allowing the child to make choices and providing opportunities for self-care, such as playing games instead of doing homework, the mother empowers the child to take control of his own emotional state and promotes autonomy.

This dialogue shows that there is a possibility for the child to have a lack of self-control. This possibility represents the potential impact for the child. His lack of self-control might happen when the child wants to play more, instead of doing assignments that are the child's academic responsibilities. This is shown in this dialogue *"Want to play games until late? No problem, just play games. The important thing is that you are happy and your mental health is*

*maintained*". The mother lets the child do activities he likes. It is assumed to cause impulsive and irresponsible behavior. This is also confirmed by Halimah's comment about the mother not needing to fulfill all the child's wishes. It shows that if a child obeys too much on the surface level emotions of happiness. This condition shows the potential impact of having lack of self-control.

The second evidence of @dailyjour's content, which shows the mother reflects non-dominant parenting. In this case, the mother continually obeys the child's wishes without setting clear limits or enforcing consistent rules. So, the child tends to be the center of attention and has unlimited freedom. The mother may avoid conflict or discomfort by giving the child everything he wants, but this can also lead to a lack of boundaries and responsibilities that are necessary in the child's development process.



Figure 2.22 When the mother spoils her child by serving all of her child's needs

*HALIMAH (Text): Memanjakan anak dengan melayani semua kebutuhannya (lembut bak ibu peri)*

*IBU: ya ampun adek, kamu memecah gelas. Nggak papa sayang, mama nggak akan marah. Lagian kamu ngapain sih, ngambil minum sendiri biar mama aja yang ambil. Nanti kamu capek ngambil minum minum sendiri. Nggak papa, mama nggak bakalan marah kalau mau pecahin gelas, pecahin aja lagi. Pokoknya apapun yang bikin kamu senang pasti mama turuti. Anakku sayang.*

[HALIMAH (Text): Spoiling the child by catering to all needs (soft like a fairy godmother)

MOTHER: Oh dear, you broke the glass. It's okay, sweetheart, mommy won't get angry. Besides, why did you try to get the drink yourself? Let mommy do it for you. You'll get tired of getting it yourself. It's okay, mommy won't get mad if you want to break more glasses, just break them. Whatever makes you happy, mommy will follow. My dear child. (@dailyjour, 2023)]

From this dialogue, the mother indulges her child by fulfilling all of his needs and desires, regardless of the consequences. The mother's response to the child breaking a glass exemplifies this behavior. Rather than addressing the child's actions and teaching them about responsibility and consequences, the mother reassures the child that it is okay and offers to continue catering to his needs. The mother's language is overly permissive and lacks boundaries, as evidenced by the mother's statement, *"It is okay, mommy will not get mad if you want to break more glasses, just break them. Whatever makes you happy, mommy will follow. My dear child,"* encouraging the child to prioritize his own desires without considering the impact of his actions.

This dialogue shows that there is a possibility for the child to have a lack of self-control. This possibility represents the potential impact for the child. His lack of self-control might happen when the mother does not limit what is good and wrong towards her child's actions, like a fairy godmother who is kind and does not want to hurt her child's feelings. It is shown in Halimah's statement in the content text, *"Spoiling children by fulfilling all their needs (gentle like a fairy godmother)"*. It proves that it is conceivable that a child cannot differentiate between right and wrong without clear direction from the mother. This condition shows the potential impact of having lack of self-control.

In the final evidence concerning non-dominant parenting in @dailyjour's TikTok content, when the mother employing a non-dominant style reacts impulsively to her child's problems. She is accustomed to indulging her son without establishing clear boundaries, she may react to situations spontaneously and without thoughtful consideration. This tendency can lead to immediate responses based on emotions rather than rationality, potentially exacerbating the child's difficulties instead of effectively addressing them.



Figure 2.23 When her son was caught fighting at school, but his mother does not want to know and think her son was right.

*HALIMAH (Text): Selalu menganggap anak benar, tanpa mendengarkan versi orang lain.*

*IBU (ke PENELEPON): Jangan sembarangan fitnah ya, anak saya itu anak yang paling manis, paling nurut di-rumah.*

*HALIMAH (Text): Tidak segan menggunakan kuasa dan uang untuk membela kesalahan anak.*

*IBU (ke ANAK): Udah tenang nak papa kamu bakalan beresin semuanya. Awas aja itu guru-guru kamu tuh.*

*[HALIMAH (Text): Always assuming the child is right without listening to other versions.*

*MOTHER (to the CALLER): Do not make baseless accusations. My child is the sweetest, most obedient child at home.*

*HALIMAH (Text): Not hesitating to use power and money to defend the child's mistakes.*

*MOTHER (to SON): Calm down, dear, daddy will handle everything. Watch out for those teachers. (@dailyjour, 2023)]*

In this situation, the mother displays a non-dominant parenting style toward her son. Firstly, by assuming her son is right without listening to other perspectives, the mother reinforces an unrealistic sense of entitlement and infallibility in her son, as seen from the mother's statement, *"Do not make baseless accusations. My child is the sweetest, most obedient child at home."* Instead of encouraging open communication and accountability, she dismisses any criticism or concerns raised by others, thereby shielding her son from facing consequences for his actions. Furthermore, the mother's willingness to use her power and resources to defend her son's mistakes further exacerbates the issue, based on her statement, *"Calm down, dear, daddy will handle everything."* This shows that the mother does not give authority to her son but relies on the power and money of the son's father to solve the problem, rather than giving her son the opportunity to learn responsibility. By resorting to intimidation tactics and implying threats toward teachers, she not only undermines the authority of educators but also tries to avoid taking responsibility for her son's behavior.

This dialogue shows that there is a possibility for the son to have a lack of self-reliance. This possibility represents the potential impact for the son. His lack of self-reliance might happen when the mother tends to indulge in all her son's needs, especially for power and money. This also has the potential impact of her son becoming very dependent on the mother as the protector, without teaching her son to be responsible for the mistakes or actions that have been committed. This condition shows the potential impact of having lack of self-reliance.

To sum up, non-dominant parenting is characterized by a mother who refrains from exerting full control over her children, allowing them significant autonomy in their decision-making and actions. This parenting style leads to the children becoming overly responsive to their desires which fulfill their satisfaction for a while, as they grow accustomed to having their needs met without encountering clear limits or boundaries. Such overindulgence can foster a sense of entitlement and impede their understanding of appropriate behavior in various situations. Consequently, children raised in such an environment may struggle with self-control, finding it challenging to navigate boundaries and expectations outside the home, due to the children being too dependent on support from their mother. This lack of clear guidance and structure can affect their ability to manage emotions, handle conflicts, and adhere to social norms, potentially hindering their personal development and social integration.

Furthermore, based on parenting styles ranging from dominant, semi-dominant, to non-dominant parenting. Dominant parenting style tends to be negative, resulting in children who lack attention, and lack a sense of trust in their mother. Meanwhile, semi-dominant tends to have the most positive impacts, which produces the children who have a sense of self-reliance, namely, children who can be responsible for themselves, self-controlled, making the children themselves have clear boundaries, and be content with their feelings being fulfilled by the mother. Non-dominant parenting produces children who lack self-control and self-reliance. Although, at first glance the results show that dominant parenting with non-dominant parenting have bad impacts. The difference between the impacts of dominant and non-dominant parenting is that non-dominant parenting's impact is at the least positive, because the children still get a high responsiveness aspect in the mother's warmth and affection for the children. Meanwhile, the negative side of non-dominant parenting is the long-term potential impacts, which include lack of self-control and a lack of self-reliance towards themselves. It causes the children incapable of being independent, who always depend on the mother. So, the overall analysis of parenting styles through the mother's words can produce various impacts.