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The Influence Of Parenting Styles And Social Environment On Adolescent Morality In Parit Baru, Kampar

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Abstract

This study aims to examine the influence of parenting styles and the social environment on adolescent morality in Parit Baru, Tambang District, Kampar Regency, both partially and simultaneously. This research employs a quantitative approach using a survey method. The population consists of 161 adolescents aged 13–18 years, with a sample of 115 respondents determined using the Slovin formula through proportional simple random sampling techniques. Data were collected through questionnaires, observation, and documentation, and then analyzed using multiple linear regression with the assistance of SPSS software.The results show that partially, parenting styles have a positive and significant effect on adolescent morality (t-value = 2.466 > t-table = 1.980; sig. = 0.015 < 0.05). The social environment also has a positive and significant effect on adolescent morality (t-value = 6.259 > t-table = 1.980; sig. = 0.000 < 0.05). Simultaneously, parenting styles and the social environment have a significant effect on adolescent morality (F-value = 24.659 > F-table = 3.08; sig. = 0.000 < 0.05). The coefficient of determination (R Square) of 0.306 indicates that 30.6% of the variation in adolescent morality is explained by these two variables, while the remaining 69.4% is influenced by other factors outside this study.

Keywords: ***Parenting Styles, Social Environment, Adolescent Morality***.

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INTRODUCTION

Islam is a comprehensive (kaffah) religion that governs not only acts of worship but also various aspects of life, including social, economic, and educational dimensions. One of the central concerns in Islamic teachings is the education and upbringing of children, particularly in the development of moral character (akhlaq) from early childhood to adolescence. In Islam, akhlaq holds a very significant position and is even considered a primary indicator of the perfection of one's faith. The Prophet Muhammad (peace be upon him) said, "Indeed, I was sent to perfect noble character" (Musnad Ahmad; Al-Muwatta). Islam emphasizes the importance of moral education from an early age, as morality reflects one's faith.(Aminah, S.2003)

Adolescence is a crucial transitional stage in individual development. At this stage, individuals begin to form their identity, values, and social attitudes. Moral development during adolescence greatly determines how individuals will behave in the future. In many cases, weak moral guidance leads to various social problems such as promiscuity, misuse of social media, and minor delinquent behaviors among adolescents. Therefore, moral development during adolescence is essential in shaping responsible and ethical individuals.(Anwar, M, 2001)

According to Zakiyah Daradjat (Ilmu Jiwa Agama), moral development occurs through a process that nurtures and directs an individual's personality in accordance with Islamic teachings. This process is not spontaneous but is carried out consciously, systematically, and continuously so that moral values can be deeply internalized within an individual. Through this framework, good character is understood as the result of systematic character formation across various educational contexts and life experiences. Therefore, moral development involves a series of deliberate efforts aimed at shaping and strengthening individual personality in alignment with Islamic moral principles.(Bandura, A, 2020)

Parenting styles and the social environment are two crucial factors that significantly influence the process of moral development in adolescents. In the Islamic context, parenting refers to child-rearing practices based on the Qur'an and Hadith, emphasizing the importance of role modeling, compassion, responsibility, and faith-based education in shaping a child's personality. Parenting is not only oriented toward worldly aspects but also aims to develop individuals who are morally and spiritually responsible. (Baumrind, D.2018)

In addition to parents, the social environment also plays a vital role in shaping adolescents' character and morality. The social environment includes peers, neighbors, community leaders, and the prevailing cultural values within the community. Adolescents who grow up in a religious,

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disciplined, and socially responsible environment tend to develop more stable character compared to those in permissive environments with minimal social control. (Desmita, 2019)

Previous studies support the importance of these factors. Firmansyah et al. found that Islamic parenting significantly influences children's emotional and social development (Firmansyah et al.). However, their study did not examine the influence of the social environment nor specifically focus on adolescent moral development as in this research. Meanwhile, Elvina Khairani's study focused on the influence of the social environment on adolescent morality, particularly in the context of negative peer associations and the role of the family (Khairani). (Lickona, T , 2019) In contrast, this study examines the combined influence of parenting styles and the social environment on adolescent moral development, with emphasis on the role of parental guidance. Furthermore, Andriansyah's research focused on the influence of teachers' role modeling in shaping the morality of elementary school students within formal school settings (Andriansyah), whereas this study analyzes the simultaneous influence of parenting and social environment on adolescent moral development, emphasizing the roles of both family and community.(Erni, & Pairin, 2025)

Preliminary observations conducted by the researcher in Parit Baru, Kampar, indicate that there are still behavioral dynamics among adolescents that require attention. On one hand, some adolescents demonstrate commendable moral behavior (akhlaqul karimah), such as respecting parents and actively participating in religious activities. On the other hand, several concerning behaviors are still observed, including lack of politeness toward parents, low motivation in performing religious duties, weak social responsibility, negative influences from social media (such as exposure to inappropriate content), and unhealthy relationships such as dating at a young age.(Kurniawan, D, 2021) This situation raises concerns among parents and community leaders, as it is perceived to potentially harm the future of the younger generation. These conditions lead to important questions regarding the role of parenting styles and the extent to which the social environment influences adolescent moral development in Parit Baru, Kampar. (Fauzi, A, 2023)

RESEARCH METHODE

The approach used in this study is a quantitative research approach. This approach aims to measure the influence of parenting styles and the social environment on adolescent morality using numerical data. (Hasanah, U., Oktaviani, M. 2025)The type of research employed is correlational, which examines the relationship and influence between variables. In this context, the independent variables (parenting styles and social environment) are assumed to influence the dependent variable (adolescent morality). (Hidayat, A. 2019) Therefore, the purpose of this study

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is to determine the influence of parenting styles and the social environment on adolescent morality. This study was planned to be conducted from April 1, 2025, to December 10, 2025, covering the stages of preparation, data collection, data processing, analysis, and the preparation of the research report. The population in this study includes all adolescents residing in Parit Baru, Tambang District, Kampar Regency, Riau Province, aged between 13 and 18 years. Based on data obtained from the village authorities, the total number of adolescents in this category is 161 individuals. The following table presents the population of adolescents aged 13 to 18 years. (Gunarsa, S. D, 2020)

Due to limitations in time, effort, and cost in reaching the entire population, the researcher employed a sampling technique using the Slovin formula with a margin of error of 5%. The Slovin formula used is as follows: (Hurlock, E. B, 2018)

$$n = \frac{N}{1 + N(e)^2}$$

With the following description:

n = sample size

N = total population (161 individuals)

e = margin of error (0.05)

$n = \frac{161}{1+161(0,05)^2} = \frac{161}{1+161(0,0025)^2} = \frac{161}{1,4025} = 115$

Data Collection Techniques

Data collection techniques are the methods used by researchers to obtain the data needed to answer the research problems. In this study, two main techniques were used:

Questionnaire

A data collection technique conducted by providing a set of written questions to the respondents (adolescents) under study.

It is used to measure the variables of parenting styles (X1), social environment (X2), and adolescent morality (Y).

Respondents provide answers based on a 4-point Likert scale (e.g., always, often, seldom, never). (Khotimah, S. N., Aryati, A, 2025)

THEORETICAL FRAMEWORK

This study is grounded in the assumption that adolescent morality is influenced by multiple

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factors within the family and social environment. Morality refers to a set of values, principles, and standards that guide individuals in distinguishing between acceptable and unacceptable behavior within society. During adolescence, moral development becomes particularly important because this stage is characterized by significant physical, emotional, cognitive, and social changes. Adolescents are required to make decisions, interact with diverse groups of people, and respond to various social influences that shape their attitudes and behavior. Consequently, understanding the factors that contribute to adolescent morality is essential for promoting positive character development (Kohlberg, 1984).

One of the primary factors affecting adolescent morality is parenting style. Parenting style refers to the patterns of attitudes, behaviors, and interactions demonstrated by parents in raising and guiding their children. According to Baumrind (1971), parenting styles can generally be classified into authoritative, authoritarian, permissive, and neglectful approaches. Each parenting style provides different experiences that influence children's emotional, social, and moral development. Authoritative parenting, characterized by warmth, communication, and reasonable control, is often associated with positive moral outcomes because it encourages responsibility, self-discipline, and respect for others. In contrast, overly permissive or neglectful parenting may limit opportunities for adolescents to develop clear moral standards and appropriate behavioral expectations (Baumrind, 1971).

The influence of parenting styles on adolescent morality can be explained through Social Learning Theory. According to Bandura (1977), children and adolescents learn values and behaviors by observing significant individuals in their lives, particularly their parents. Through observation and imitation, adolescents internalize behaviors that are consistently demonstrated and reinforced within the family environment. Parents therefore function not only as caregivers but also as role models whose actions contribute directly to the development of moral understanding and ethical behavior. Adolescents who frequently observe honesty, responsibility, empathy, and respect within the family are more likely to adopt these values in their own interactions with others (Bandura, 1977).

In addition to parenting styles, the social environment serves as another important factor influencing adolescent morality. The social environment includes peers, schools, religious institutions, community organizations, and the wider community in which adolescents interact. These social contexts provide opportunities for adolescents to learn social norms, cultural values, and expected patterns of behavior. During adolescence, peer relationships become increasingly significant because young people spend more time interacting with individuals outside their

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families. As a result, peer groups often influence attitudes, decision-making processes, and behavioral choices (Santrock, 2019).

The relationship between the social environment and adolescent morality can be understood through Constructivist Theory. Constructivism argues that individuals actively construct knowledge through interaction with their surroundings rather than passively receiving information. In the process of moral development, adolescents continuously interpret experiences, evaluate social situations, and reconstruct their understanding of right and wrong based on interactions with family members, peers, teachers, and community members. Therefore, the quality of the social environment significantly influences how adolescents develop moral reasoning and behavioral standards (Vygotsky, 1978,).

Furthermore, Connectivism provides an additional perspective for understanding adolescent morality in contemporary society. This theory emphasizes that learning occurs through networks of relationships and information sources. Adolescents today are exposed not only to influences from parents and local communities but also to information obtained through digital media, social networking platforms, and online communities. These interconnected networks contribute to the formation of values, beliefs, and behavioral patterns. Consequently, adolescent morality is shaped through a combination of family influences, social interactions, and access to information from various interconnected sources (Siemens, 2005,).Based on these theoretical perspectives, this study proposes that parenting styles and the social environment are interconnected factors that contribute to adolescent morality. Parenting styles provide the foundational values and behavioral guidance that adolescents receive within the family, while the social environment reinforces, modifies, or challenges those values through ongoing interaction and experience. The effectiveness of moral development depends on the consistency between family values and the norms present within the surrounding social environment.

In the context of Parit Baru, Kampar, adolescents are influenced by cultural traditions, family practices, religious values, educational experiences, peer relationships, and community interactions. These factors collectively contribute to shaping moral attitudes and behaviors. Therefore, this study examines the extent to which parenting styles and social environment influence adolescent morality and seeks to identify the role of these factors in promoting positive moral development among adolescents.

Based on the theoretical framework above, parenting style functions as the first independent variable (X_1), social environment serves as the second independent variable (X_2), and adolescent morality acts as the dependent variable (Y). It is assumed that positive parenting

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practices and supportive social environments contribute significantly to the development of desirable moral characteristics among adolescents in Parit Baru, Kampar.

RESULTS AND DISCUSSION

This study examined the influence of parenting styles and social environment on adolescent morality in Parit Baru, Kampar. The findings indicate that both parenting styles and the social environment contribute to the moral development of adolescents. The data collected from respondents revealed variations in parenting practices, social interactions, and levels of moral behavior among adolescents.The analysis showed that parenting styles play a significant role in shaping adolescent morality. Adolescents who experienced supportive, communicative, and responsible parenting tended to demonstrate higher levels of honesty, discipline, respect, and social responsibility. Parents who consistently provided guidance, supervision, and emotional support created an environment that encouraged the development of positive moral values. These findings suggest that the family remains the primary institution for transmitting moral principles and behavioral standards to adolescents (Baumrind, 1971).

The findings also revealed that the social environment significantly influences adolescent morality. Adolescents who interacted within positive social settings, including supportive peer groups, schools, religious activities, and community organizations, exhibited stronger moral behavior than those exposed to less supportive environments. Social interactions provided opportunities for adolescents to practice cooperation, empathy, tolerance, and respect for social norms. Therefore, the quality of the social environment contributed substantially to the formation of moral attitudes and behavior (Santrock, 2019).

Furthermore, the combined influence of parenting styles and social environment demonstrated a stronger contribution to adolescent morality than either factor alone. Adolescents who received positive parental guidance while simultaneously participating in supportive social environments showed more consistent moral behavior. This finding indicates that family influences and social experiences complement one another in the moral development process. When both factors function effectively, adolescents are more likely to internalize positive values and apply them in their daily interactions (Kohlberg, 1984).

Overall, the results suggest that adolescent morality in Parit Baru, Kampar, is shaped by the interaction between family upbringing and social experiences. The family provides the initial foundation of moral learning, while the social environment reinforces and expands these values through continuous interaction with others (Lickona, 1991).

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The findings of this study support the argument that parenting styles significantly influence adolescent morality. Parents serve as the first educators in children's lives and play a central role in introducing moral values and social norms. Through daily interactions, adolescents observe parental behavior and learn how to respond to different situations. This finding is consistent with Social Learning Theory, which states that individuals learn behaviors, attitudes, and values by observing and imitating significant role models within their environment (Bandura, 1977). When parents demonstrate honesty, responsibility, discipline, and respect, adolescents are more likely to adopt similar behaviors.

The results also indicate that positive parenting practices contribute to stronger moral development. Adolescents raised in environments characterized by warmth, communication, and reasonable supervision tend to develop greater self-control and ethical awareness. Such parenting encourages adolescents to understand the reasons behind moral expectations rather than simply obeying rules. Consequently, moral values become internalized and guide behavior even in the absence of direct parental supervision. This finding aligns with Baumrind's perspective that authoritative parenting promotes positive social and moral outcomes among children and adolescents (Baumrind, 1971).In addition to parenting styles, the social environment emerged as a significant factor influencing adolescent morality. Adolescents spend considerable time interacting with peers, teachers, community members, and religious leaders. These interactions expose them to various social expectations and behavioral models that shape their understanding of acceptable conduct. The findings suggest that positive social environments encourage adolescents to engage in prosocial behaviors such as cooperation, empathy, and mutual respect. Conversely, unfavorable social environments may expose adolescents to behaviors that conflict with moral values (Santrock, 2019).

This result can be explained through Constructivist Theory, which emphasizes that individuals actively construct their understanding through experiences and interactions with others (Vygotsky, 1978). Adolescents do not simply receive moral values from adults; instead, they interpret, evaluate, and reconstruct these values based on their social experiences. Through interaction with peers and community members, adolescents develop their own understanding of right and wrong. Therefore, supportive social environments provide meaningful opportunities for moral learning and development (Driscoll, 2005).

The findings further demonstrate that parenting styles and social environment operate together in shaping adolescent morality. Family values are often reinforced when adolescents participate in social environments that promote similar principles. When there is consistency

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between parental guidance and community expectations, adolescents experience fewer conflicts regarding moral standards and are more likely to develop stable moral identities. This interaction highlights the importance of collaboration among families, schools, religious institutions, and community organizations in promoting adolescent moral development (Bronfenbrenner, 1979).

The results may also be interpreted through the perspective of Connectivism. According to Siemens, learning occurs through networks of relationships and information sources. In contemporary society, adolescents acquire knowledge and values not only from parents and immediate social environments but also from digital media and online communities. Consequently, moral development is influenced by multiple interconnected sources. Positive family relationships and supportive social environments help adolescents evaluate and respond appropriately to the diverse information and influences they encounter (Siemens, 2005).

In the specific context of Parit Baru, Kampar, cultural values, religious traditions, and community relationships continue to play an important role in adolescent moral development. Families remain central to moral education, while social interactions within schools, neighborhoods, and religious activities provide opportunities to strengthen these values. The findings therefore suggest that efforts to improve adolescent morality should involve both family-based interventions and community participation. Strengthening parenting practices and creating positive social environments can contribute significantly to the development of responsible, ethical, and socially aware adolescents (Lickona, 1991).

Based on the overall findings, it can be concluded that parenting styles and social environment are important determinants of adolescent morality. Their influence is not independent but interconnected, creating a comprehensive framework through which moral values are learned, practiced, and maintained. Therefore, fostering positive family relationships and supportive social environments should be considered essential strategies for promoting moral development among adolescents in Parit Baru, Kampar (Kohlberg, 1984).

DISCUSSION

The findings of this study indicate that parenting styles play an essential role in shaping the moral development of adolescents in Parit Baru, Kampar. This result highlights the family's function as the earliest and most influential environment in which children begin to understand values, norms, and acceptable patterns of behavior. Within the family setting, adolescents are introduced to social expectations, emotional relationships, and behavioral standards that later influence their interactions with others. For this reason, the way parents guide, supervise, and

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communicate with their children contributes significantly to the formation of moral character (Baumrind, 1971).The study further suggests that adolescents who grow up in supportive family environments tend to exhibit stronger moral qualities, including honesty, self-discipline, responsibility, and respect for others. Positive parenting practices encourage adolescents to develop an awareness of ethical principles and to understand the consequences of their actions. When parents provide emotional support while maintaining appropriate boundaries and expectations, young people are more likely to develop sound judgment and a sense of accountability. On the other hand, limited supervision, inconsistent discipline, or a lack of emotional engagement may weaken the development of moral values and behavioral consistency (Baumrind, 1971).

These findings are closely related to Social Learning Theory, which explains that individuals acquire behavior through observation and imitation. During adolescence, parents continue to serve as important models whose attitudes and actions influence the behavior of their children. Values such as honesty, responsibility, cooperation, and respect are often learned through daily observation of parental conduct. Therefore, adolescents who regularly witness positive behavior at home are more likely to incorporate similar values into their own lives and social relationships (Bandura, 1977).In addition, Bandura emphasized that learning takes place not only through direct instruction but also through observing the outcomes of behavior. Adolescents often pay attention to how parents respond to challenges, conflicts, and moral decisions. Such observations help them understand which actions are considered appropriate and which behaviors may lead to undesirable consequences. Consequently, the influence of parenting extends beyond verbal advice and includes the practical examples demonstrated in everyday family life (Bandura, 1977).

The results also reveal that the social environment contributes substantially to adolescent morality. As adolescents become more independent, they spend increasing amounts of time interacting with peers, teachers, community members, and religious leaders. These interactions expose them to a variety of social experiences that influence their attitudes, beliefs, and behavior. A positive social environment encourages adolescents to practice cooperation, empathy, tolerance, and respect for community norms. In contrast, exposure to negative social influences may increase the likelihood of behaviors that conflict with accepted moral standards (Santrock, 2019).The significance of the social environment can be explained through Constructivist Theory. This perspective views learning as a process in which individuals actively build knowledge through interaction and experience. Moral values are not simply transferred from adults to adolescents; instead, adolescents interpret and reconstruct these values based on the situations they

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encounter in everyday life. Through engagement with peers, educators, and members of the community, they develop a deeper understanding of ethical principles and social responsibilities (Vygotsky, 1978).

Participation in social activities also provides opportunities for adolescents to face real-life situations involving cooperation, decision-making, and interpersonal relationships. These experiences encourage reflection and critical thinking regarding the impact of their actions on others. As a result, moral understanding develops gradually through continuous interaction and evaluation of social experiences. This process supports the constructivist argument that meaningful learning emerges through active engagement rather than passive reception of information (Driscoll, 2005).Another important aspect identified in this study is the combined influence of parenting styles and social environment on adolescent morality. The findings indicate that these two variables complement one another and jointly contribute to moral development. Adolescents who receive positive guidance from their families while simultaneously participating in supportive social environments generally demonstrate stronger moral characteristics. This suggests that effective moral development requires consistency between values taught at home and those reinforced within the wider community.

This relationship may also be viewed through Bronfenbrenner's ecological perspective, which emphasizes that human development is shaped by multiple interconnected environments. Adolescents are influenced not only by family members but also by schools, peer groups, religious institutions, and community networks. When these environments promote similar moral expectations, adolescents receive consistent guidance that strengthens their moral understanding. However, when conflicting values emerge across different environments, young people may experience uncertainty regarding appropriate behavior and ethical decision-making (Bronfenbrenner, 1979).

The findings additionally reflect the relevance of Connectivism in understanding adolescent morality in contemporary society. Modern adolescents are connected to numerous sources of information through digital technologies, social media, and online communication platforms. As a result, learning and value formation occur within complex networks that extend beyond traditional family and community boundaries. Information obtained through these networks can influence attitudes, beliefs, and behavior, making moral development increasingly multifaceted (Siemens, 2005).Within this context, both parents and the social environment play an important role in helping adolescents evaluate information critically and make responsible choices. Guidance from parents, teachers, and community leaders can assist adolescents in

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distinguishing constructive influences from harmful ones. Likewise, supportive social environments provide opportunities to strengthen positive values through meaningful interaction and participation. Therefore, moral education in the digital era requires cooperation among families, schools, and communities to ensure that adolescents receive consistent guidance across different contexts.

The findings are particularly relevant to the social conditions of Parit Baru, Kampar, where family relationships, cultural traditions, and religious values continue to influence community life. These local characteristics provide adolescents with opportunities to learn moral principles through everyday interactions and communal activities. The presence of strong social ties within the community may reinforce values introduced by parents, thereby contributing to the development of responsible and ethical behavior among adolescents.

From a practical standpoint, the study suggests that initiatives aimed at strengthening adolescent morality should involve both family-based and community-based approaches. Parents need support in implementing effective parenting strategies that combine affection, communication, supervision, and moral guidance. At the same time, educational institutions, religious organizations, and community groups should collaborate to create environments that encourage positive social engagement and character formation. Such efforts can provide adolescents with consistent moral support across multiple areas of their lives.

In summary, the findings indicate that adolescent morality in Parit Baru, Kampar, is shaped through the interaction of parenting practices and social experiences. Families provide the initial foundation for moral learning, while the social environment strengthens and broadens that foundation through ongoing interaction and participation. Viewed through the lenses of Social Learning Theory, Constructivism, and Connectivism, moral development can be understood as a continuous process influenced by family relationships, social engagement, and access to diverse sources of information. Therefore, promoting positive parenting and supportive social environments remains essential for fostering morally responsible adolescents who are capable of contributing positively to society.

CONCLUSION

This research was undertaken to explore the extent to which parenting styles and the social environment influence adolescent morality in Parit Baru, Kampar. Drawing upon the findings and subsequent analysis, it can be inferred that both variables contribute substantially to the moral formation of adolescents. The study reveals that moral development is not the outcome

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of a single influence; rather, it emerges from the interaction of various factors operating within the family and the wider social setting. Together, these factors shape the values, attitudes, and behavioral patterns that adolescents adopt as they navigate everyday life.

Among the various influences, the family occupies a central position in the development of moral character. The manner in which parents interact with, guide, and supervise their children affects how moral principles are introduced and internalized. Adolescents raised in households characterized by affection, open communication, consistent guidance, and appropriate monitoring generally display stronger moral qualities. Such family environments encourage the development of honesty, accountability, self-discipline, empathy, and respect for others. Beyond verbal advice, parents transmit moral values through their daily actions, providing practical examples that adolescents often use as references when making decisions and evaluating behavior.

The findings also suggest that parenting practices shape adolescents' perceptions and responses to situations encountered throughout their developmental years. Active parental involvement enables adolescents to cultivate self-awareness and strengthen their ability to make ethical judgments. As a result, they become better equipped to differentiate between behaviors that align with social and moral expectations and those that do not. In this regard, parenting styles contribute to the establishment of moral principles that continue to influence adolescents even when they are outside the family environment.

Apart from the role of parents, the social environment was found to be another influential factor in moral development. Adolescents interact regularly with peers, teachers, community members, and religious figures, all of whom contribute to their social learning experiences. Through these interactions, adolescents are exposed to social norms, cultural expectations, and accepted forms of behavior. A positive environment provides encouragement, constructive role models, and opportunities for participation in activities that promote personal growth. Conversely, exposure to negative social influences may challenge the development of desirable moral values and increase the risk of inappropriate behavior.

The study further indicates that moral development is best understood as a product of the ongoing relationship between family influences and social experiences. While parenting provides the initial basis for moral understanding, the social environment serves to reinforce, refine, and broaden that foundation. Adolescents who receive support and guidance from both family and community contexts are more likely to develop a strong moral identity and exhibit socially responsible behavior. Therefore, moral growth should be viewed as a continuous process that

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evolves through interactions across different areas of an adolescent's life.

The results of this study are also consistent with the theoretical perspectives that guided the research. Social Learning Theory emphasizes that behavior is acquired through observation and imitation of significant individuals, particularly parents and other influential figures (Bandura, 1977). Constructivist Theory explains that adolescents actively develop their understanding of moral values through experience and social engagement, rather than merely receiving information from others (Vygotsky, 1978). In addition, Connectivism highlights the growing importance of networks, relationships, and information sources in shaping learning and behavior within an increasingly digital society (Siemens, 2005). Collectively, these perspectives provide a comprehensive explanation of how parenting styles and social environments contribute to adolescent moral development.

The social and cultural context of Parit Baru, Kampar, also plays an important role in supporting moral growth among adolescents. Strong family ties, community traditions, religious values, and local cultural practices continue to influence everyday life and provide opportunities for moral learning. These conditions create an environment in which adolescents can observe, practice, and strengthen positive values through direct participation in community activities and social interactions.From a practical standpoint, the findings highlight the need for joint efforts among families, schools, religious institutions, and community organizations in fostering adolescent morality. Parents should be supported in implementing parenting approaches that combine affection, communication, supervision, and guidance. Schools can reinforce these efforts through character education programs and positive learning environments, while community and religious organizations can provide activities that encourage responsibility, cooperation, and social awareness. Collaboration among these stakeholders can help ensure that adolescents receive consistent moral guidance across different social settings.

In summary, the morality of adolescents in Parit Baru, Kampar, is influenced by the combined contribution of parenting styles and social environment. Both factors complement one another in shaping values, attitudes, and behaviors that reflect moral responsibility. The presence of supportive family relationships and positive social surroundings increases the likelihood that adolescents will develop into individuals who demonstrate integrity, empathy, respect, and accountability. Consequently, strengthening family functions and cultivating healthy social environments should remain important priorities in efforts to support adolescent development and well-being.

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FUTURE DIRECTIONS

The results of this study offer meaningful insights into how parenting styles and the social environment contribute to adolescent morality in Parit Baru, Kampar. Nevertheless, moral development among adolescents is a multidimensional process influenced by numerous interconnected factors. For this reason, further investigation is necessary to broaden understanding of the elements that shape moral values and behavioral patterns among young people. Future studies are encouraged to examine additional variables that were beyond the scope of the present research but may have important implications for adolescent moral development.One area that warrants further attention is the growing influence of digital technology and online media on adolescents' moral formation. In today's digital era, young people spend considerable amounts of time engaging with social networking sites, online discussion forums, video-sharing platforms, and various internet-based applications. These digital spaces expose adolescents to diverse perspectives, values, and behavioral examples that may either reinforce or challenge the moral teachings acquired from families and communities. Future researchers could therefore explore the relationship between digital media usage and moral outcomes, including ethical decision-making, value formation, and social conduct among adolescents in communities such as Parit Baru, Kampar.

Another potential area for future inquiry involves the contribution of religious education and spiritual engagement to moral development. Although religious values are widely recognized as important foundations for ethical behavior, their interaction with parenting practices and social influences remains an area that deserves deeper examination. Subsequent studies may investigate how participation in religious activities, spiritual guidance, and relationships with religious leaders affect adolescents' ability to internalize moral principles and apply them in everyday situations. Such research would enrich understanding of the role of faith-based influences in strengthening adolescent character.The role of peer relationships should also receive greater scholarly attention. During adolescence, friendships and peer groups become increasingly influential in shaping attitudes, identity, and behavior. Future investigations could examine how factors such as peer support, friendship quality, social acceptance, group expectations, and peer pressure contribute to moral development. Exploring these dimensions would provide a clearer picture of how peer interactions either support or undermine the values transmitted through family and community institutions.

In addition, longitudinal studies are strongly recommended to capture changes in adolescent morality across different stages of development. The current research reflects

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conditions observed at a specific point in time, whereas moral growth is a continuous process that evolves throughout adolescence and adulthood. Long-term investigations could follow participants over several years to identify how parenting experiences and social interactions influence moral development over time. Such an approach would provide valuable insights into the consistency, progression, and transformation of moral values across different life stages.

Future scholars may also benefit from adopting qualitative or mixed-method approaches. While quantitative methods are useful for identifying statistical relationships among variables, qualitative techniques such as in-depth interviews, observations, and focus group discussions can provide richer information regarding adolescents' lived experiences. These methods may reveal how young people interpret moral issues, respond to ethical challenges, and make sense of the influences surrounding them. As a result, researchers could gain a more comprehensive understanding of the processes underlying moral development.

Comparative studies conducted across different geographical locations, cultural settings, and socioeconomic groups are equally important. Since this study focused specifically on adolescents in Parit Baru, Kampar, the findings may reflect the unique social and cultural characteristics of the area. Future research undertaken in different communities may uncover similarities and differences in how parenting styles and social environments affect adolescent morality. Such comparisons could contribute to broader theoretical discussions and provide more generalizable conclusions regarding moral development among adolescents.

Another promising avenue for future investigation concerns the educational environment. Schools function not only as institutions for academic learning but also as important contexts for character building and social development. Future studies may examine the influence of school culture, teacher-student interactions, moral education initiatives, and extracurricular programs on adolescents' moral behavior. Understanding how schools complement family and community influences would provide a more integrated perspective on moral education.Research related to parenting education and family empowerment programs may also yield valuable findings. Future studies could assess the effectiveness of interventions designed to improve parenting skills, strengthen family communication, and enhance parental involvement in adolescents' lives. Evidence generated from such investigations could support the development of policies and programs aimed at promoting healthy family environments and positive youth development.

Furthermore, the influence of socioeconomic conditions on parenting and adolescent morality deserves closer examination. Factors such as household income, parental occupation, educational attainment, and access to social resources may affect both parenting practices and

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adolescents' developmental experiences. Exploring these relationships could help explain variations in moral behavior across different social groups and inform strategies tailored to specific community needs.Lastly, future research should continue to investigate the interconnected relationship between parenting styles, social environment, and adolescent morality within the context of ongoing social transformation. Rapid technological progress, globalization, and evolving cultural norms continue to reshape the environments in which adolescents live and learn. Understanding how these developments interact with traditional sources of moral education will be increasingly important for designing effective approaches to character formation in the future.

In summary, future investigations should expand beyond the variables examined in this study by incorporating broader social, cultural, technological, and educational dimensions. Research addressing digital technology, religious involvement, peer influence, school environments, socioeconomic conditions, and developmental changes over time will contribute to a more comprehensive understanding of adolescent morality. Such efforts are expected to provide valuable guidance for educators, parents, policymakers, and community leaders in fostering morally responsible, socially conscious, and ethically grounded adolescents.

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