The Effect of Islamic Maternal Parenting Style on Adolescent Aggressiveness by Modulating Peer Social Interaction

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Abstract

The verbal and non-verbal aggressiveness of adolescents has been increasing. It is a form of aggression that involves hostile and coercive actions towards others that may result in emotional or physical harm. This study aims to examine the Islamic parenting style of mothers, the primary caregivers in Javanese culture in Indonesia, as well as the social interactions with peers in relation to aggressive behavior. The participants of this study were 410 high school students aged between 15 and 19 years old (M = 16.52, SD = 0.793), consisting of 210 male students and 200 female students. Participants were selected from eight schools in Sleman City (4 senior high schools and four vocational high schools). The data was collected using the aggression scale, maternal parenting style, and social interactions with peers. Data were analyzed using Partial Least Square-Structural Equation Modeling (PLS-SEM) with Smart-PLS 4. The study results show a good fit model, indicating that aggression is influenced by Islamic maternal parenting style with social interactions with peers as a mediator. Social interactions have a mediating effect on the relationship between Islamic maternal parenting style and adolescent aggression. Another finding reveals that each Islamic maternal parenting style negatively affects aggression. Adolescent aggression can be controlled through Islamic maternal parenting style (i.e., authoritarian, authoritative, and permissive) and peer social interaction as a mediator.

INTRODUCTION

Aggression refers to the act of endangering others psychologically or physically (Buss & Perry, 1992; Wrangham, 2018) and behavior aimed at harming oneself, others, and the environment (Bettencourt et al., 2006). Myers and Twenge (2012) describes aggressive behavior as physical or verbal behavior that causes harm. It includes unpleasant acts such as name-calling, pushing, hitting, kicking, punching, stabbing, and killing (Allen & Anderson, 2017). It is behavior aimed at damaging and harming others both physically and psychologically (Cabello et al., 2017).

In Indonesia, various forms of aggressive behavior often occur among adolescents (Karneli & Karneli, 2019), including gang fights, murder, rape, and torture (Calvete et al., 2010; Machimbarrena et al., 2018). In 2018, the cases of aggressive behavior among teenagers reached 294,281 incidents. In 2019, there were 269,324 incidents, and in 2020, there were 247,218 incidents (Badan Pusat Statistik, 2023). The Indonesian Child Protection Commission

(KPAI) revealed that the number of gang fights in Indonesia increased by 1.1% in 2022 compared to the previous year. In 2021, the number of gang fight cases was 12.9%, and in 2022, it increased 14% (Komisi Perlindungan Anak Indonesia, 2023).

Another study found that out of 187 adolescent respondents, 14% experienced bullying in school, and 19% were involved in physical fights at school. The respondents believed that aggressive behavior in school was normal. This illustrates a condition when a teacher unfairly criticizes them (Edwards, van de Mortel, & Stevens, 2019). In addition to the various forms of aggression in Indonesia mentioned above, a phenomenon called "klitih" has emerged in Yogyakarta. Klitih is a form of adolescent delinquency and intergroup hostility (Muarifah et al., 2022). Over time, the phenomenon of "klitih" has shifted. Klitih no longer targets specific groups, but instead targets the general public randomly. Along with the development of social media, the behavior of klitih has increased both qualitatively and quantitatively. Data from the Regional Police of Yogyakarta Special Region (Khasanah, 2022) shows an 11.54% increase in klitih behavior in the period of 2021 compared to 2020. In 2020, there were 52 cases of klitih with a total of 91 perpetrators arrested.

Aggressive behavior is not just a coincidence, but it can occur due to internal and external factors (Allan, 2017). Internal factors include biological, emotional (temperament), and personality factors; biological factors include such as hormonal changes, mental health disorders, and genetic factors. Emotional factors such as anger, frustration, stress, and frustration can trigger aggressive behavior (Taylor et al., 2005). Personality factors such as impulsivity, low empathy, under control, low or high self-esteem, failure to adapt, and a tendency to seek excitement for self-gratification can lead to aggressive behavior in adolescents. External factors include physical environment, social situations, and social environment. Physical environment factors include physical illness, crowded situations, hot weather, natural disasters, etc. Meanwhile, social situations which include work pressure, competition, political conflicts, warfare, and violent neighborhood affect adolescent aggressiveness. Social environment factors include school, family, and culture in society where they belong. Aggressive behavior is not always caused by a single factor, rather by various factors (internal and external) that interact with each other. Therefore, in understanding and addressing aggressive behavior, it is important to consider all possible factors involved, both as causes and triggers (Kühn et al., 2019).

Previous studies indicate that adolescent aggressive behavior occurs due to differences in parenting styles (Kuppens & Ceulemans, 2019). There are three types of parenting styles that have a direct impact on a child's psychological growth, namely authoritarian, authoritative, and permissive parenting (Timpano et al., 2015). Each of these parenting styles is closely related, either directly or indirectly, to psychological problems in children, including aggressive behavior (Kawabata et al., 2011).

Parenting is a strategy or approach that parents use to nurture, care for, educate, train, and guide their children in accordance with their goals. Parenting that provides optimal and high-quality affection can cultivate feelings of happiness, thus creating emotional stability in children, which in turn can have an impact on reducing negative behavior (Lo Cricchio et al., 2019). The role of parents and families in parenting cannot be separated from the social and cultural values that exist within the community (Lansford, 2022). Some activities in the practice of Javanese parenting aim to instill a sense of shame (isin), the ability to control emotions (or being patient), the ability to empathize (ngemong and momong), to behave in accordance with societal norms, to speak politely, especially to parents, discipline and responsibility, and independence because children are inheritors, successors, and bearers of amanah or trust. Parents should be the object of respect (jimat or pepundhen), respected and honored for the protection they have given (Effendi, 2021). It is forbidden for children to be daring (disobey, resist, look at the face of the parents) and one must always behave politely in any situation.

Family is a unit of parts, forming a system of interrelated and interacting relationships, forming mutual synchrony (Santrock, 2014). In Javanese families, the mother becomes the primary caregiver, and is the place where the child's character is formed, thus influencing their role as an individual when interacting with others. Parenting involving the mother as the primary caregiver will shape the child's character, making them a person who is polite, courteous, patient, able to control their emotions, and avoid negative behaviors.

There are three models of parenting: authoritarian, authoritative, and permissive (Baumrind, 2013).Authoritarian parenting is characterized by strong discipline, with parents holding all the authority and rights, and children are expected to obey the instructions or discipline imposed on them. The authoritative parenting style involves maintaining a balance between affection and discipline, fostering two-way communication, where the rights and obligations of both the child and the parent are appropriately placed and recognized. On the other hand, the permissive parenting style allows children too much freedom, allowing them to choose what they want to do according to their preferences.

The literature explains that the authoritative parenting style results in positive behavior in children, while the authoritarian parenting style results in aggressive and negative behavior in children, and the frequency of aggression is lower in the permissive parenting style (Masud et al., 2019). The findings from research conducted by Perez-Gramaje et al. (2020) involving 969 adolescents in Spain (554 females and 415 males), aged 12 to 17 years, show that aggressive adolescents always have the worst socialization outcomes (lowest self-esteem and personal mismatch).

The study explains that aggressive and non-aggressive adolescents exhibit the same pattern: indulgent and authoritative parenting styles are often associated with better outcomes than authoritarian and permissive parenting styles. Indulgent parenting is associated with the best outcomes in all criteria (Perez-Gramaje et al., 2020). These findings are supported by a study in Surabaya, Indonesia, involving 705 adolescents, which explains that permissive and authoritarian parenting styles are positively correlated with becoming an aggressor, while only permissive parenting style is positively correlated with becoming a victim of aggression (Krisnana et al., 2021).

Other external factors that influence aggressive behavior include peer social interaction (Anderson & Bushman, 2002). Peer social interaction refers to the interaction that occurs between individuals who have the same age, interests, and experiences. Peer social interaction can provide various positive benefits, such as increasing social support, expanding social networks, and helping individuals in the formation of social identities and values. However, peer social interaction can also have risks, such as negative peer pressure or becoming involved in unhealthy behaviors such as drug use or other unhealthy behaviors (Fanti et al., 2013).

Social interaction with peers can influence an individual's aggression (Malonda et al., 2019). Previous studies show that intensive social interaction with aggressive peers can increase the risk of aggressive behavior in individuals. The temperament and aggressive behavior of peers can also influence an individual's aggressive behavior. Aggressive peers can influence individuals in terms of modeling behavior, inspiring aggressive actions, and increasing tolerance for aggressive behavior. In addition, being involved in a peer group that tends to be aggressive can provide social support for aggressive behavior and increase the tendency to follow aggressive behavior in the surrounding environment. However, social interaction with peers can also have a positive influence in reducing aggressive behavior. Peer groups that support positive behavior and promote positive social norms can help reduce aggressive behavior in individuals.

Negative social conditions can act as an exacerbating factor, making adolescents highly vulnerable to risk and developing bigger problems in the following years (Chen et al., 2012). Conversely, positive conditions serve as protective factors to reduce the risk of negative

behavior (Chen et al., 2012). Social interaction has also been found to have a negative impact on aggressive behavior.

Rationale of the study

Previous research has explained that maternal parenting style has a role in adolescent social interaction and aggression, and social interaction has a role in aggression (Kawabata et al., 2011; Suárez-Relinque et al., 2019). It can be concluded that maternal parenting style contributes to students' social interaction and further affects adolescent aggression. Based on the authors' knowledge, there are still few studies regarding the mediating role of social interaction in the relationship between maternal parenting style and aggression (Liu & Wang, 2015; Malonda et al., 2019; Perez-Gramaje et al., 2020). Increased aggression among adolescents is related to potential mental health issues. This study contributes to the limited research on adolescent aggression behavior. The results of this study have the potential to inform the development of culturally meaningful interventions to facilitate lower levels of aggression in Sleman, Yogyakarta.

Purpose or Hypotheses of the study

This study aims to review the Islamic parenting styles of mothers as the primary caregiver in Javanese culture in Indonesia, and peer social interaction as a mediator of aggressive behavior. We hypothesized that social interaction would mediate the effect of Islamic maternal parenting style (i.e., authoritarian, authoritative, and permissive) t) on aggression. More specifically, each mother's parenting style has a different effect on aggression and social interaction.

METHODS

Population and the methods of sampling

A total of 410 high school students aged 15-19 years old (M=16.52, SD=0.793), consisting of 210 male and 200 female students, participated in this study. Participants were recruited from eight senior high schools and vocational high schools in Sleman Yogyakarta Regency. Authors used purposive random sampling based on the criteria of being in grade eleven, coming from a Javanese family and Muslim, having a mother with at least a high school education, having a working mother, and having a maximum of four siblings.

Instrumentation

The aggression scale was developed by authors based on aspects of aggression suggested by Baron & Neuman (1996), where each item is classified as a) direct-active physical, b) direct-passive physical, c) indirect-active physical, d) indirect-passive physical, e) direct-active verbal, f) direct-passive verbal, g) indirect-active verbal, and h) indirect-passive verbal. The aggression scale uses a Likert scale model consisting of 33 items, with a scoring range from 1-5. A score of 1 indicates low intensity behavior while a score of 7 indicates high intensity behavior. Some items read *Saya sering menghina teman (I often insult my friend), Saya akan memasang benda tertentu agar orang lain yang tidak saya senangi terjatuh (I will put some objects to make people I do not like fall), Saya sering berbicara kotor ketika menghadapi masalah (I often say bad words when facing problems).*

The parenting style scale consists of 40 items, referring to Baumrind (2013) and Patterson (1997) which consist of several indicators such as 1) authoritarian, which includes four indicators: discipline, control, reinforcement, and problem-solving; 2) authoritative, which includes four indicators: discipline, control, reinforcement, and problem-solving; 3) permissive, which includes four indicators: discipline, control, reinforcement, and problem-solving. The parenting style scale uses a Likert scale with a scoring range of 1-5. Score 1 indicates low

intensity of behavior while score 5 indicates high intensity of behavior. *Some items in the parenting style read Ibu memberikan kebebasan anaknya pulang larut malam (mother allows children to go home late at night), Ibu meremehkan prestasi anaknya (mother undermines children's achievement), Ibu menggunakan norma dengan sansi hukuman (Mother internalizes norms through punishments), Ibu melakukan dialog terhadap aktivitas yang dilakukan anaknya (Mother engages in dialog related to children's activities).*

The peer social interaction scale consists of 33 items, referring to the theory by Mussen et al. (1990) which was formed based on indicators of a) tolerance, b) flexibility, c) enthusiasm and energy, d) appropriate behavior, e) positive drive, and f) planning activities. The peer social interaction scale uses a Likert scale with scoring ranging from 1-5. Score 1 indicates low intensity of behavior, while score 5 five indicates high intensity of behavior. Some items in the peer interaction scale read: *Saya berusaha memahami karakter kawan-kawan (I try to understand my friends' characters), Saya memaafkan terhadap kesalahan kawan (I forgive my friends' mistakes), Saya menerima perbedaan pendapat dalam pergaulan (I accept difference in social interaction), Saya tetap bersemangat jika dikecewakan (I keep my spirits up if I am being upset by others).* All scales in this study are declared valid and reliable because they have a C.R. value of ≥ 2.583 and Construct Reliability and Variance Extracted values have met the minimum requirement of $\geq .50$.

Procedures

This research obtained the research approval from Ahmad Dahlan University, the Yogyakarta Provincial Government, the Department of Education, and the schools. The researchers asked school counselors to identify students as subjects in the study. After the subjects were selected, the researchers arranged a schedule for data collection. The researchers visited the schools and distributed instruments to the students. The participants were assisted in completing the instruments by six research assistants and eight school counselors. The researchers explained the purpose and procedure for completing the instruments. The participants were informed that their data and responses would be kept confidential. The data collection phase took place over two months. Each participant received a voucher worth IDR 50,000.00 for their participation.

Analysis Plan

Descriptive statistical analysis was used to examine and categorize the collected data. Data were classified into five categories: very low, low, medium, high, and very high. Participants were categorized into each variable using the following criteria:

Very low = X < M – 1,5SD
Low = M – 1,5SD < X < M – 0,5SD
Medium = M – 0,5SD < X < M + 0,5SD
High = M + 0,5SD < X < M + 1,5SD
Very high =M + 1,5SD < X
Definition: M (Mean), SD (Standard Deviation), X (participant)

To assess the mediating role of social interaction in the relationship between maternal parenting and adolescent aggression, Partial Least Square-Structural Equation Modeling (PLS-SEM) with Smart-PLS 4 was employed. The PLS-SEM model analysis was conducted in two stages. In the first stage, the inner model was evaluated by examining the values of R-square (R2), predictive relevance (Q2), the Standardized Root Mean Square Residual (SRMR), and the Goodness of Fit (GoF) Index. The predictive relevance value was calculated using the following formula:

$Q^2 = 1 - [(1- R^2\ 1)\ x\ (1- R^2\ 2)]$

The goodness of fit index is obtained using the following formula:

GoF $=\sqrt{}$ (me*an communality* x mean R^2).

In the second stage, hypothesis testing was conducted using the Bootstrapping method. The proposed hypothesis is accepted if the p-value is < .05. The mediating effect is evaluated based on the Variance Accounted For (VAF) which is calculated using the following formula:

VAF = *indirect effect / (direct effect + indirect effect)*

a VAF value greater than 80% indicates complete mediation, a value between 20% and 80% indicates partial mediation, and a value less than 20% indicates no mediation.

RESULTS AND DISCUSSION
Results
Descriptive Analysis

The results of this study indicate that the total aggression score ranges from 54 to 216; the range of scores for peer social interaction is from 45 to 225, and the range of scores for maternal parenting styles ranges from 15 to 108. Based on the average values and frequency distribution of the variables, the majority of participants exhibit moderate levels of aggressive behavior and low levels of peer social interaction abilities. Additionally, the participants' assessments of maternal parenting styles show that the majority fall into the low and high categories for authoritarian parenting, the moderate and high categories for authoritative parenting, and the low category for permissive parenting. The descriptive data for the variables are presented in Table 1, and the frequency distributions are presented in Table 2.

Model Adequacy

The research model was evaluated based on R2 (R-Square), Q2 (Predictive Relative), SRMR (Standardized Root Mean Square Residual), and GoF (Goodness of Fit) Index. The R2 values for social interaction and aggression were 0.709 and 0.961, respectively. These values indicate that the authoritarian, authoritative, and permissive parenting styles of mothers play a

Table 1. Results of Descriptive Analysis

Variable	N	Min	Max	M	SD
Aggression	410	54	216	130.24	34.910
Social interaction	410	45	225	131.34	37.261
Authoritarian	410	18	80	48.85	13.68
Authoritative	410	20	108	64.69	17.848
Permissive	410	15	80	48.33	14.236

Table 2. Categorization

Category	Aggression		Social Interaction		Authoritarian		Authoritative		Permissive	
	F	%	F	%	F	%	F	%	F	%
Very High	26	6%	26	6%	27	7%	31	8%	25	6%
High	115	28%	113	28%	131	32%	114	28%	119	29%
Moderate	127	31%	77	19%	95	23%	136	33%	112	27%
Low	117	29%	180	44%	135	33%	100	24%	132	32%
Very Low	25	6%	14	3%	22	5%	29	7%	22	5%
Total	410	100	410	100	410	100	410	100	410	100
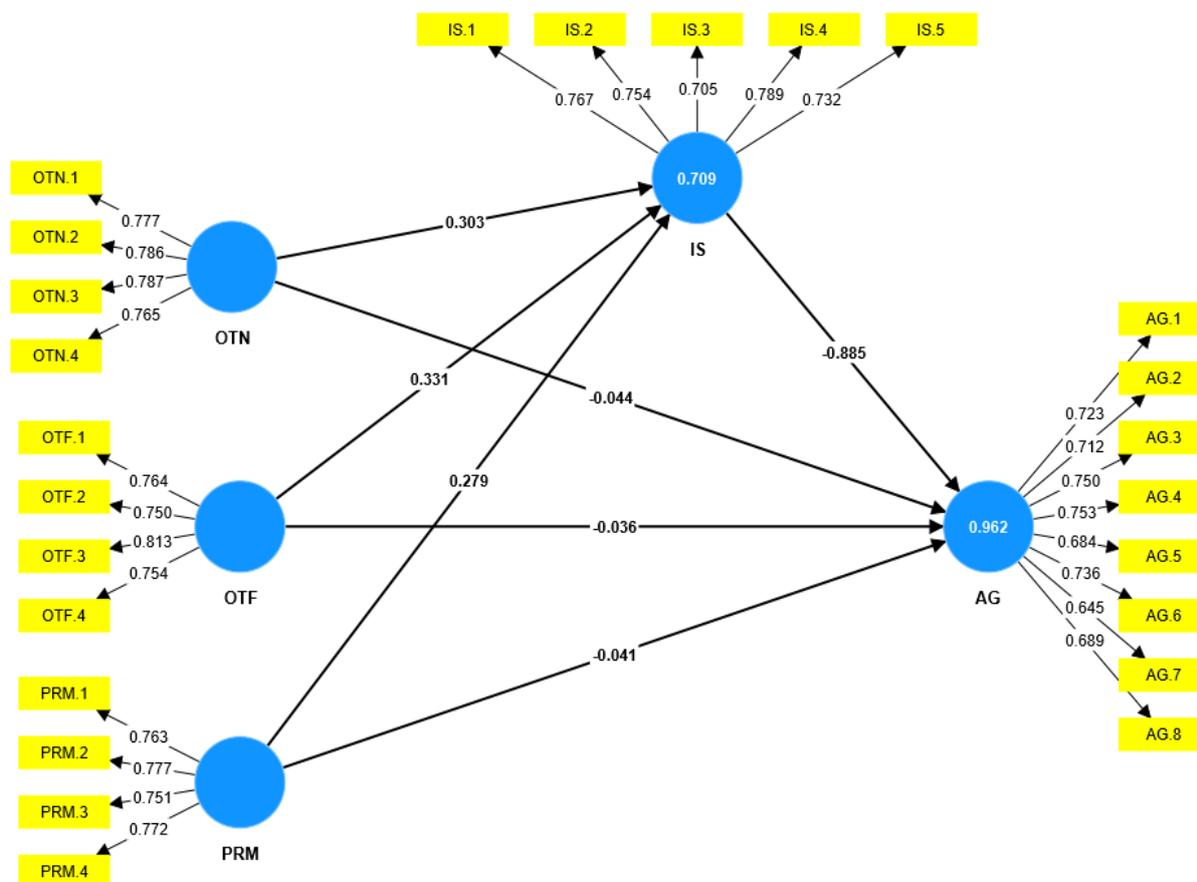
Note: AG (Aggression), IS (Social Interaction), OTN (Authoritarian), OTF (Authoritative), PRM (Permissive)
Figure 1. Final Research Model

role in peer social interaction by 70.9%, while the authoritarian, authoritative, and permissive parenting styles of mothers with peer social interaction have a role in aggressive behavior by 96.10%.

The structural model developed in this study was found to be relevant, as supported by the Q2 value of .988 (Q2 > 0). The SRMR value of .050 (<1.00) indicates a good fit. The analysis results show a GoF value of .630 (> .360). These results indicate that the theoretical model can describe the influence of all exogenous variables on the mediating and endogenous variables in this study. The analysis of the inner model shows that the proposed model has met the criteria for a good fit. Figure 2 below shows the final version of the proposed model.

Hypothesis Testing

Hypotheses in this study were tested to determine whether parenting styles have a direct or indirect effect on adolescent aggression, mediated by peer social interaction. The results of hypothesis testing are presented in Table 3. The findings of this study revealed that all three parenting styles, authoritarian, authoritative, and permissive, had a negative effect on aggression and a positive effect on peer social interaction. Evaluation showed VAF values of 85.94%, 89.05%, and 85.76%, indicating that peer social interaction fully mediated the relationship between all parenting styles and aggression. Authoritative parenting style had the greatest effect on aggression (-.329, p < .001) compared to authoritarian (-.312, p < .001) and permissive (-.288, p < .001) parenting styles.

Table 3. Results of Hypothesis Testing

Path	β	P
Direct effect		
Authoritarian -> Aggression	-.044	.00
Authoritative -> Aggression	-.036	.00
Permissive -> Aggression	-.041	.00
Authoritarian -> Social Interaction	.303	.00
Authoritative -> Social Interaction	.331	.00
Permissive -> Social Interaction	.279	.00
Social Interaction -> Aggression	-.885	.00
Indirect effect		
Authoritarian -> Social Interaction -> Aggression	-.269	.00
Authoritative -> Social Interaction -> Aggression	-.293	.00
Permissive -> Social Interaction -> Aggression	-.247	.00
Total effect		
Authoritarian -> Aggression	-.312	.00
Authoritative -> Aggression	-.329	.00
Permissive -> Aggression	-.288	.00

Discussion

The results of this study demonstrate the formation of a theoretical model with empirical data which depict peer social interaction as fully mediating the relationship between maternal parenting styles (authoritarian, authoritative, and permissive) and adolescent aggressive behavior. These findings indicate that the proposed research model can be accepted and that the structural model is capable of depicting the overall role of exogenous variables on the mediation and endogenous variables in this study. The results suggest that higher levels of perceived authoritarian and permissive maternal parenting styles by adolescents can increase their ability to interact socially with peers and decrease their aggressive behavior. On the other hand, stronger or better maternal parenting styles perceived by adolescents can improve peer social interaction, thereby reducing aggressive behavior.

The findings explain that authoritarian and permissive parenting styles have a negative influence on aggressive behavior and a positive influence on peer social interaction. The results indicate that a higher level of authoritarian and permissive parenting can increase the ability of adolescents to interact with peers, thereby reducing aggressive behavior. Conversely, a lower level of parenting (authoritarian, authoritative, and permissive) can reduce the peer social interaction ability and increase aggressive behavior. These findings differ from previous studies Krisnana et al. (2021) and Perez-Gramaje et al. (2020) where authoritarian and permissive parenting styles had a positive role in aggressive behavior, and authoritative parenting had a negative role.

The difference in findings suggests that authoritarian and permissive parenting styles do not always have negative effects. The findings of Cho et al. (2020) show that individuals who receive authoritarian parenting from their mother have good commitment in social relationships. Additionally, Ang and Goh (year needed) explain that authoritative parenting in Asia can have positive effects on adolescent adjustment. In Asian cultures, the strictness and control of authoritarian parenting reflect positive characteristics such as concern, responsibility, caring, love, or good parental involvement which does not cause feelings of resentment (Chao & Tseng, 2002).

In Javanese society, mothers play an important role in parenting (Riany et al., 2017). Mothers are considered as the primary caregiver. They are generally responsible for the daily needs of their children, such as feeding, healthcare, and education. Mothers are seen as the most loving and gentle figure for children, hence the term "*Ngemong karo momong*" needs to be further developed. Mothers are responsible for providing nurturing care so that the children feel

loved and respected. They are also responsible for teaching cultural values and social norms of Javanese society as the children are expected to grow as individuals with a strong personality who respect cultural traditions. Additionally, mothers are responsible for educating their children. They teach the children about ethics, morals, religion, and provide guidance so that the children have good social, emotional, and intellectual abilities. Mothers are also responsible for controlling the behavior of the children so that they become a good and polite individual.

Parenting in Java strongly influences Javanese culture. From an early age, children in Javanese culture are taught to hold deep respect for their elders (Diananda, 2021; Effendi, 2021). As a result, it is common for Javanese children to exhibit obedience towards their parents. This respect is demonstrated through various actions such as prioritizing parents during festive occasions, utilizing Kromo (a specific form of Javanese language used to communicate with parents, elders, or individuals deserving respect), offering greetings, shaking hands when meeting older individuals, and showing reverence by bowing (Diananda, 2021). These attitudes contribute to a positive perception of maternal parenting styles, including the authoritarian approach.

While Javanese teachings, such as the principles of *isin* and *wedi* (being ashamed and afraid of engaging in wrongdoing) and *sungkan* (deference), contribute to positive behavior and politeness among individuals, they can also lead to a lack of assertiveness (Diananda, 2021). This lack of assertiveness is evident in the acceptance, resignation, or yielding attitudes of Javanese people, even when such attitudes may not be appropriate for the given situations. The influence of *isin* and *wedi* concepts on the lack of assertiveness was also observed in the findings of a study, where many participants displayed low peer social interaction. Less assertive adolescents often struggle to resist negative influences from their friends (Yuliani et al., 2020) and may resort to concealing their distress or responding aggressively to their peers (Parray et al., 2020).

In addition to the strong Javanese cultural background, the mother's Islamic background also contributes to the observed differences in this study. Within the context of Islam, mothers play a crucial role in shaping their children's personalities and guiding them towards moral goodness (Franceschelli & O'Brien, 2014; Oweis et al., 2012). It is imperative for mothers to possess a high level of awareness regarding their childcare responsibilities and diligently adhere to Islamic teachings while fulfilling their duties. The religious teachings imparted by mothers serve as a foundation for children to navigate various challenges in life (Hughes, 2006). Importantly, these teachings are not merely theoretical knowledge, but they extend into the practical aspects of a child's life, preparing them for the wider world. The Hadith of the Prophet, as documented in the works of Bukhari and Muslim, underscores the critical role of the mother in a child's life. As an Umm Madrasatul Ula, the mother assumes the responsibility of attentively nurturing and educating her children on matters of good morals and manners (Aeni et al., 2022).

Based on Islamic teachings, mothers have the responsibility to instill positive values such as honesty, cleanliness, tolerance, and compassion in their children. It is asserted in the Holy Quran: "Tell My servants, (O Muhammad), to say always that which is best. Verily it is Satan who sows discord among people. Satan indeed is an open enemy to mankind" (Al-Isra, verse 53). This verse can serve as a guideline in adolescent education, emphasizing the importance of good communication and fostering harmonious relationships with others. Additionally, Islamic teachings highlight the significance of politeness, humility, and self-control in interactions with others. As stated in Al-Furqan verse 63: "The true servants of the Most Compassionate are those who walk on the earth humbly, and when the foolish address them improperly, they only respond with peace." This verse highlight the importance of self-control and refraining from aggressive behaviors or conflicts when engaging with others, particularly for adolescents.

Implications

This study contributes to the literature on adolescent aggression prevention, in Sleman, Yogyakarta Special Region. This study proved that mothers have an important role in forming adolescents' social interaction and controlling aggressive behavior. This study can be used as literature to improve adolescents' social interaction through Islamic maternal parenting. The relationship with the primary educator is very important in determining the emotional growth of the child. In addition, our study also contributed to parenting practices by giving more attention to how mothers raised their children. It is very important to educate mothers about parenting for their children to be emotionally healthy in the future.

Limitations and Suggestions for Further Research

The limitation of this study is the data collection method, in this case there is only one technique used. The results of the study would be more enriched if different data collection methods were used. Considering that culture may affect aggression, the use of sample units that are differentiated by culture can provide a more significant contribution. Therefore, future research may take advantage of cultural differences in each region in Indonesia and examine the different causes of each form of aggression (verbal and physical) to provide better and more detailed results to prevent or overcome aggressive behavior in adolescents.

CONCLUSION

In this study, the proposed model has a good fit. The model indicates that aggression is directly influenced by maternal parenting style and indirectly by peer social interaction. The role of peer social interaction can be used as a mediator that strengthens the influence of maternal parenting style on aggressive behavior. Social interaction has a mediating effect on the relationship between maternal parenting style and adolescent aggression. Despite the findings, this study still has some limitations; it only applies to Javanese families where the mother is the primary caregiver. Future research should improve the parenting styles of mothers in families to improve peer social interaction and control aggressive behavior.

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AUTHOR CONTRIBUTION STATEMENT

AM: conceptualization and initial draft preparation. AM, NH, and FO: data curation. MM, NH, and FO: formal analysis. AM, MM: investigation and validation. AM, MM, and NH: methodology. NH and FO: visualization. AM, MM, NH, and FO: writing, review, and editing. All authors have read and agreed to the published version of the manuscript.

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