

The Parenting Impact of Controlling Mom in Sunday School Children's Emotional Problems

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Abstract: Mothers shape one's emotional intelligence. Henry Cloud and John Townsend created six groups of troubled mothers and each had their own impact on children's emotional problems. One of the problems in parenting is controlling mom, which is often found in Asian countries, including Indonesia. This study answers the research question what is the impact of controlling mom on the emotional problems of GBIS Bunga Bakung Magelang Sunday School children. This qualitative research found feelings of shame, hurt, depression and unhealthy anger. Meanwhile, the anxiety disorders and feelings of guilt stated by Henry Cloud and John Townsend are not found in this study.

Abstrak: Peran ibu membentuk kecerdasan emosional seseorang. Henry Cloud dan John Townsend menciptakan enam kelompok ibu bermasalah dan masing-masing memiliki dampak tersendiri terhadap masalah emosional anak. Salah satu permasalahan dalam mengasuh anak adalah ibu yang mengontrol dan hal ini banyak dijumpai di negara-negara Asia, termasuk Indonesia. Penelitian ini menjawab pertanyaan apa dampak kontrol ibu terhadap masalah emosional anak Sekolah Minggu GBIS Bunga Bakung Magelang. Penelitian kualitatif ini menemukan perasaan malu, sakit hati, depresi dan kemarahan yang tidak sehat. Sedangkan gangguan kecemasan dan perasaan bersalah yang dikemukakan oleh Henry Cloud dan John Townsend tidak ditemukan dalam penelitian ini.

INTRODUCTION

The development of a human being requires nurturing in the family. Parenting is the most basic part of the socialization process for a person because the main function of parenting is as the first socialization place for a child and parents are the main actors in the formation of the child's personality (Holden, 2014). This is in line with Maccoby's opinion that "parenting is a process in which naive humans are educated on the skills, behavior patterns, values and motivations needed to be able to function in the society in which the child grows up" (Maccoby, 2007). The opinions of these experts show that parenting is the foundation for the formation of an individual in various aspects of himself so that he can adapt and function in community life.

However, in the journal entitled "Emotional and Behavioral Problems in Children and Adolescents at the Dr. Ciptomangunkusumo Child and Adolescent Mental Clinic (RSCM)", data from the World Health Organization (WHO) shows that 1 in 5 children aged less than 16 years experience emotional problems and produce behaviors that can interfere with individual processes in society (Tjhin Wiguna, 2010). Emotional problems in children can result in behavior that makes children difficulty in social life such as difficulty in paying attention, accepting oneself and others, acting inappropriately in the school environment, and increasing the number of delinquency and crime in adulthood (Sarwar, 2016). Teachers find it difficult to teach them and adults see them as stupid children and rarely give positive feedback. In Indonesia, the prevalence of people aged <15 years who experience emotional problems is 6.0% and in Central Java Province, children

who experience emotional problems are 4.7% (2018, 2019).

The process of parenting requires two roles, namely the role of the father and the role of the mother. Of these two roles, it is the mother's role that will shape a person's Emotional Quotient. Emotional Quotient includes patterns of closeness, ability to build relationships and emotional control in dealing with situations. The imbalance of parenting to children will affect children's emotional problems (Henry Cloud, 2015). Carl Jung, a psychiatrist from Switzerland and the originator of the theory of human personality states that effective parenting is based on parental modeling (in terms of emotions, namely mother) (Jung, 1991). This means that the mother's personality and the mother's behavior towards the child greatly affect the child's emotional state.

Psalms 127:3 states that children are an inheritance passed down by God to the parents and as a reward in marriage. What the children will become in the future depends on what their parents have done (Simanjuntak, 2014). If parents take care of their children well, then the child will be good and vice versa. Furthermore, parents will also reap the benefits of their parenting style. King Solomon advised that every parent should take care of their children properly and correctly, so that the children would give their parents peace and joy. Children who are raised well will be the pride of parents so that parents do not feel ashamed in the environment where they live (Prov. 29:17; Ps. 127:4-5). Therefore, parenting is a very important process for the development of a child to shape his personality and will have an effect until adulthood.

Parenting will be successful if parents can respond appropriately to each child's needs. The successful parenting must be done jointly by the father and mother. As stated by Jarot Wijanarko co-parenting is important in parenting to produce successful children holistically (Wijanarko, 2018). This is because the father and mother have complementary roles. Father makes an important contribution to children's cognitive development which includes the ability to remember, understand, apply, analyze, evaluate and create something (Bámaca-Colbert, 2012). The role of the father is also very much needed by children in the transition to adolescence, namely to provide direction for the future, especially regarding careers and relationships between the opposite sex (Natasha Cabrera, 2000). Meanwhile, the mother's role in parenting is very important in shaping emotional intelligence (Emotional Quotient) which includes the child's ability to build intimacy with others, face failure and motivate oneself, manage negative emotions, and recognize other people's emotions (empathy) (Henry Cloud, 2015). Problematic parenting will interfere with the process of forming a child's self-identity, while problematic mother care will interfere with the child's process of relating to others because of the emotional problems they have (Anna Llorca, 2017).

Considering the importance of the mother's role in parenting to children's emotional development and health, the researcher analyzed the mother's parenting based on the Bible. This is based on the fact that as Christians, the most accurate and precise measuring tool that can be used in parenting is the Bible. The Bible comes from the original Greek word, *canon*, which means measuring stick or standard (Thiessen, 1992). The Bible is God's own

inspired benchmark or standard of how every believer lives in all things including parenting. Researchers discover a story of parenting that can produce impactful children. The family is Eunice's family (2 Tim. 1:5).

Eunice was a Jewish woman who believed in the Lord Jesus but married a Greek man who worshiped idols. These husband and wife have a son named Timothy. Some theologians say that Eunice's husband doesn't want to believe in Christ so there is an imbalance of faith in this family and there are some theologians who argue that Eunice's husband has died so Eunice must play a role as a single mother ((YLSA), n.d.). It will be considered normal if Eunice applies the wrong parenting style which can produce children who have emotional problems and hurt the child's future. In fact, amid this troubled family situation, the Apostle Paul, Timothy's spiritual mentor, did not hesitate to praise Eunice for raising Timothy to have a superior character (2 Tim. 1:5).

Timothy was the only child in the family of Eunice and her Greek husband. This statement is obtained because the Bible does not tell of Timothy's brother or any other child of Eunice besides Timothy. The name Timothy is a Greek name meaning "one who fears God or honors God" (Timothy, 2020). This name was chosen by Eunice as a prayer and hope for her child and this name could not be chosen by her husband because Eunice's husband is an idol worshipper and does not believe in God. Moreover, the reason that Eunice chose this name is because of Eunice's Jewish background where the Jewish belief is that wisdom lies in the fear of God as written in Psalm 111:10, Job 28 and Proverbs 1. Grew up in a family that had different faith beliefs, but as was the tradition in the Greco-Roman

era at that time, home education was always left to the mother. Eunice was able to educate Timothy in the faith of a believer and imparting the values that Eunice believed in. Eunice teaches the Laws, stories, traditions and customs with the help of Lois, Eunice's mother.

The parenting theory described which states that the loss of a father's role has an impact on the formation of a child's identity. Timothy experienced this negative impact because when he was growing up, Timothy lost his father figure. The negative impacts are low self-esteem (1 Tim. 4:12) and cowardice (2 Tim. 1:7). Although Timothy had problems with self-identity, Timothy had good emotional intelligence and was praised by Paul. After meeting Paul, Timothy became a Christian and was a serious and influential believer in witnessing and evangelizing both the Jews and the Greeks (Acts 16:2). Timothy also became a disciple of the Apostle Paul, then became a fellow worker and ministry of the Apostle Paul. Timothy took part in the missionary journeys of the Apostles Paul and Silas to Macedonia, Berea, Thessalonica, Corinth, and Ephesus as written in the book of Acts 16-20. The relationship between the Apostle Paul and Timothy was very close, even the Apostle Paul's last letter was addressed to Timothy and asked Timothy to come beside the Apostle Paul before he died. This suggests that Timothy could have good relationships with others as a form of healthy emotion. The Apostle Paul even testified about Timothy by saying that "...there is no one with me of one heart and mind with me..." (Phil. 2:19-23).

Furthermore, even though he was young and had a weak body, Timothy was trusted and appointed as the first church leader in the Ephesian Church, a very large church even the largest at that time. This

stated that Timothy could control his own emotions and recognize the emotions of others (empathy) so that he could be trusted to be the greatest church leader at that time. Through this church, the gospel could be preached in almost all of Asia Minor (Acts 19:26). At the end of his life, Timothy became a martyr of God who dared to defend his faith in the Lord Jesus Christ in which Timothy had to be stoned. From the historical analysis, the researcher finds that Eunice has several parenting applications, including being an example for her son, making the Word of God becomes a family value, and providing a good environment by the help of Lois, Timothy's grandmother (Poinsett, 2004).

Henry Cloud and John Townsend, clinical psychologists and authors of Christian books, conducted a study and concluded that six types of parenting style can affect children's emotional problems. The six types of parenting style include The Phantom Mom, The China Doll Mom, The Trophy Mom, The Still-the-Boss Mom, The American Express Mom, and The Controlling Mom (Henry Cloud, 2015). Of the six types of parenting style formulated by Henry Cloud and John Townsend, Florrie Fei-Yin Ng, et al., found that The Controlling Mom type is the most common in Asian countries (Florrie Fei-Yin Ng, 2017).

A mother with controlling parenting style always thinks that only she knows what is best for her children. This causes mother to rarely give appreciation to the choices and outcomes of children that are not by the mother's wishes. Children do not have freedom to make choices or decisions for themselves because the mother will determine and decide everything. The goal, consciously or unconsciously, of mothers with controlling mom parenting style is to

make their children dependent on the mother. This happens because mothers need for recognition and fulfillment of emotions so that mothers really enjoy when their children are very dependent on themselves. In general, Controlling Mom parenting style is done by the mother because of problems in the family, especially in the relationship with husband, so that the children become the outlet for recognition and emotions (Katherine L. Rosenblum, 2017). Therefore, mothers with this type of parenting have causal love, namely the mother loves if the child does what the mother wants, but if not, the mother does not love or show her love to the children. According to Henry Cloud and John Townsend, this parenting will produce emotional problems in children such as feeling guilty and blaming others, depression and anxiety disorder. These emotional problems make it difficult for children to build relationships with other people (Henry Cloud, 2015).

According to Cahyono, emotion is the body's reaction to a certain situation. The nature and intensity of emotions are usually closely related to human cognitive (thinking) activity as a result of perception of the situation. Thus, it can be understood that emotions are the result of cognitive reactions to specific situations (Cahyono, 2011). Emotions are positive and negative reactions as a result of stimuli from within oneself and from outside as well as efforts to achieve self development towards a healthy personal and social life. Emotional problems are inappropriate reactions to stimuli or situations that occur and interfere with self-function and social functions in social life. These emotional problems can be experienced by both adults and children. Windy Dryden states that eight emotional problems can interfere with self-function and social function in social life (Dryden, 2012).

The eight emotional problems include anxiety disorder, depression, feeling guilty, feeling shame, feeling hurt, unhealthy anger, unhealthy envy, and unhealthy desire.

Researcher's observations during her five years of service in GBIS Bunga Bakung Magelang Sunday School found that some children showed symptoms of emotional problems that could be seen from their behavior, such as being angry for no reason, being quiet and gloomy during Sunday School service and activities, as well as being rude to their friends or their mother. From the researcher's observations over the past year as a pre-thesis research, five children constantly exhibited various behavioral symptoms of emotional problems. Behavioral symptoms that appear apart from the above symptoms include unwillingness or seeming reluctance in following instructions from the Sunday School teachers, being moody and unmotivated, having conflicts with friends, and having disturbances in concentrating on hearing God's word delivered. In further observations made by researcher, especially during the Outdoor Service which was attended by mothers and Sunday School children on July 1, 2019, the mothers of these children showed some practical actions on Controlling Mom parenting style. These practical actions include yelling at children in public, not allowing children to follow their friends, and buying things that children don't really like.

Based on the problems that the researcher found, the researcher was interested in investigating more deeply on the impact of controlling mom parenting style on the emotional problems of the GBIS Bunga Bakung Magelang Sunday School children. This study can show the correlation and the real impact of controlling mom parenting style on the emotional problems other than

those stated by Henry Cloud and John Townsend theory and provide the availability of scientific paper that systematically present the impact of controlling mom parenting style in the emotional problems of GBIS Bunga Bakung Magelang Sunday School children. The researcher also hopes that the results of this study can provide a reference so that the mothers can evaluate the parenting style that has been done so far and is expected to improve in the future and also can help the Sunday School teachers to understand the situation of children and assist them through Sunday School programs.

RESEARCH METHOD

The objectives and uses to be achieved in this study are to determine the impact of controlling mom parenting on the emotional problems of GBIS Bunga Bakung Magelang Sunday School children other than those stated by Henry Cloud and John Townsend's theory. To achieve this goal, the method used is a qualitative research method. Qualitative research method examines the condition of natural objects where the researcher is the key instrument, data collection techniques are carried out in a combined manner, data analysis is qualitative and research results emphasize the "meaning" rather than generalization (Sugiyono, 2010). Qualitative research is a process of research and understanding based on methods that investigate a social phenomenon and human problem. In this study, the researcher makes a complete picture, examines words, reports in detail from the respondent's point of view and conducts a study of the situation experienced (Iskandar, 2009).

This is by the nature of qualitative research, namely observing people in their environment, interacting with them, trying to

understand their language and interpretation of the problem, approaching or interacting with people related to the focus of research to understand, exploring their views and experiences to get necessary information or data (Iskandar, 2009). In conducting qualitative research methods, the researcher used natural observation approach. This approach is a type of qualitative research by conducting thorough observations on a particular setting without changing it in the slightest. The main purpose of this approach is to observe and understand the behavior of a person or a group of people in a particular situation. Researcher used observation that are completely unknown to the person being observed (subject) (Rahardjo, 2010). The research conducted by the researcher is a social research that makes a complete picture, examines words and detailed reports and conducts a study on the situation experienced. The researcher observed mothers who are doing controlling mom parenting style in their environment interacting with their children who are GBIS Bunga Bakung Magelang Sunday School children, tried to understand their language and interpretation of parenting, and tried to explore their views and experiences to get necessary information and data on the practical actions of controlling mom's parenting style.

The data source in this study was determined by a purpose sampling technique, namely taking samples or data sources based on certain considerations. Certain considerations in this study are mothers who are doing controlling mom parenting style and their children who have emotional problems who are GBIS Bunga Bakung Magelang Sunday School children. Based on the pre-study, the number of children who showed behavioral symptoms of constant emotional problems in the past year was five

children out of twelve children in total. The mother of the children was suspected to be a mother with a Controlling Mom parenting style because of the behavior observed in the pre-study. In this study, researchers also used additional data sources, namely people who were close to and observed the Controlling Mom parenting style directly on a daily basis. The additional data sources are husbands, caregivers, or relatives who live together. The research instruments in this study are the researchers themselves, semi-structured interviews (in-depth interviews) and direct or covert observations. The validity of this research instrument has been tested by using the opinion of experts (judgment experts).

RESEARCH RESULT

The research results were obtained after conducting semi-structured interviews and direct or covert observations about the parenting impact of controlling mom on the

emotional problems of children at GBIS Bunga Bakung Magelang Sunday School.

1. Controlling Mom Parenting

This mapping is needed to understand the indicators of Controlling Mom parenting and the implementation of Controlling Mom parenting carried out by data sources.

	1st Indicator (Only Mother Knows the Best, Others Don't)	2nd Indicator (The Child Depends on the Mother)	3rd Indicator (Mother Has Needs for Self-Identity and Emotional Recognition)
M Mom	<ul style="list-style-type: none"> - Mother raises M by providing strict schedules and rules. - Mother does not want to accept any input regarding parenting. - Mother is the main decision maker in raising M. 	<ul style="list-style-type: none"> - M must follow all his mother's wishes without tolerance for mistakes. - Mother scolds, shouts, hits and even chases away M when he disobeys. 	<ul style="list-style-type: none"> - Mother has a problem with her husband, namely divorce. - Mother hates ex-husband. - Mother is very active in social media and pours out her feelings in WA stories.

N Mom	<ul style="list-style-type: none"> - Mother always reminds N. - Mother is reluctant to accept parenting input from their in-laws because they are considered to have failed in raising their children. - Mother is the main decision maker in raising N. 	<ul style="list-style-type: none"> - N is very dependent on the mother and lacks of initiative. - N should be reminded by his mother about things he should do. - Mother keeps quiet or says "What did you say?!" with a certain gesture and the child will immediately realize his mistake. 	<ul style="list-style-type: none"> - Mother has problems with her husband and family, namely differences in beliefs. - Mother assumes her husband never care in raising N. - Mother has relationship problems with her family, especially her in-laws who live with her.
P Mom	<ul style="list-style-type: none"> - Mothers always reminds P. - Mother will choose which parenting inputs can be implemented and which cannot. 	<ul style="list-style-type: none"> - P is very dependent on the mother and lacks of initiative. - P should be reminded by her mother about the things she should do. 	<ul style="list-style-type: none"> - Mother has a problem of different beliefs with her husband. - Mother thinks her husband is slow and lazy.

P	<ul style="list-style-type: none"> - Lack of concentration when listening to the Word of God. - Often forgets the Word of God that is delivered. - Easily distracted and impatient with children under her age.
Ma	Does not show symptoms of anxiety disorders
Na	<ul style="list-style-type: none"> - Looks restless and anxious during Sunday School - Doesn't want to be away from his father/mother and even keeps holding his father's hand throughout the service and Sunday School activities. - Rarely socializes with other friends - Never remembers the story of God's Word when asked. - Afraid to do something, for example not wanting to swim because he's afraid of drowning, or not wanting to go up a can because he's afraid of getting motion sickness.

b. Depression

	<ul style="list-style-type: none"> - Mother is the main decision maker in raising P. 	<ul style="list-style-type: none"> - The mother scolds by shouting, pinching, hitting or silencing P all day if she doesn't obey. 	<ul style="list-style-type: none"> - Mother is very active outside the house but passive in communication with her husband.
Ma Mom	<ul style="list-style-type: none"> - The caregiver acts as a mother to Ma. - The caregiver often scold and threaten in parenting. - The caregiver is the main decision maker in caring for children. 	<ul style="list-style-type: none"> - Ma is very dependent on the caregiver and always want to be with her. - The caregiver often scolds and pinches and threatens to leave the child if he does not obey. 	<ul style="list-style-type: none"> - The caregiver has economic problems in the family. - The caregiver is a dead widow.
Na Mom	<ul style="list-style-type: none"> - Mother raises Na with a lot of restrictions. - Mother will implement the input in parenting ONLY if she wants to. - Mother is the dominant decision makers in raising Na. 	<ul style="list-style-type: none"> - Na is very dependent on his parents, especially their father and mother. - Na is afraid to do something or go somewhere without his parents. - Mother often scolds, shouts and pinches Na if he does not obey. 	<ul style="list-style-type: none"> - Mother has economic problems in the family. - Mother often complains and blames her husband.

	Symptoms
M	<ul style="list-style-type: none"> - Often looks gloomy - Difficult in smiling - Several times, does not want to do anything during Sunday School. - Just sits still and bows his head until it's time to go home from Sunday School. - When asked by the Sunday School teacher about his condition, M just shakes his head. - Quite sensitive to touch, especially on the cheeks which are indeed chubby.
N	<ul style="list-style-type: none"> - Looks gloomy most of the time. - Rarely smiles, let alone laughs. - Easily offended and very sensitive when given input or reprimands.
P	<ul style="list-style-type: none"> - Often moody, cries easily and is easily offended by small things such as the teacher's invitation to sit or stand during Sunday School services. - Often lazy to follow every activity in Sunday School - Shows anti-social behavior such as being busy with gadgets without caring about the people around him.
Ma	<ul style="list-style-type: none"> - Sensitive to reprimands and does not like to be given advice or reprimands. - Looks gloomy and has difficulty smiling and does not want to do anything during Sunday School, be it singing, clapping, playing or doing activities together. - Just sits and if asked or spoken to, just shakes his head.
Na	<ul style="list-style-type: none"> - Often looks gloomy - Rarely smiles and laughs.

2. Emotional Problems in Children

This mapping is needed to find out the emotional problems that occur in Sunday School children which are known from the visible behavioral symptoms (Henry Cloud, 2015).

a. Anxiety Disorders

	Symptoms
M	Does not show symptoms of anxiety disorders
N	<ul style="list-style-type: none"> - Avoids friends - Prefers to be alone rather than join with friends. - Often looks nervous when talking to teachers or friends.

c. Feeling Guilty

	Symptoms
M	<ul style="list-style-type: none"> - Frequently cleans his hands or seat. - Tends to be a perfectionist. When given instructions, he will do everything according to the instructions given and looks restless and protests if other friends do something that is not in accordance with the instructions.
N	Does not show symptoms of feeling guilty
P	Does not show symptoms of feeling guilty
Ma	- Often blames others. If reprimanded by a teacher, Ma tries to find someone else or something to blame.
Na	Does not show symptoms of feeling guilty

d. Feeling Shame

	Symptoms
M	Does not show symptoms of feeling shame
N	- Rarely makes eye contact with teachers and friends who are different in age from him.
P	Does not show symptoms of feeling shame
Ma	- When he makes a mistake, Ma gets angry to cover up his embarrassment. - He doesn't dare when it's his turn to sing in front of the class.
Na	- Tends to avoid if the teacher makes eye contact. Na chooses to look down or look at her father. - Inferior and afraid to come forward in front of the class.

e. Feeling Hurt

	Symptoms
M	- Seemed hurt with his mother. On several occasions in Sunday School, M called his mother as a tiger.
N	Does not show symptoms of feeling hurt
P	- On several occasions, P appeared cynical when asked about his mother.
Ma	- Trying to change the topic or look away when talking about mom. When mom picks up, Ma doesn't seem to want to talk to mom.
Na	Does not show symptoms of feeling hurt

f. Unhealthy Anger

	Symptoms
M	- Gets angry by screaming and hitting the floor when not in the same group as the friend he wants. - Trembles and his chest is seen beating fast. - When asked about the reason he is angry, M has difficulty expressing his feelings and reasons.
N	- Getting angry by being silent and not talking to anyone and sometimes clenching his fists. - When asked the reason for his anger, N could not express his anger and feelings.
P	- Does not want to answer when spoken to and puts on a bad face and is annoyed when answering the teacher. - When the teacher ask why P is angry, P cannot say and chooses to remain silent or cry.
Ma	- Often gets angry when reprimanded by the teacher and his anger is shown by a red face, enlarged nostrils due to snorting and clenched fists. - Hits something and has even hurt other friends by pushing or hitting. - Shout and throw things around. - Chooses to leave the classroom and go home running without saying goodbye. - When asked about the reason for his anger, Ma cannot explain.
Na	Does not show symptoms of unhealthy anger

g. Unhealthy Envy

	Symptoms
M	Does not show symptoms of unhealthy envy
N	Does not show symptoms of unhealthy envy
P	Does not show symptoms of unhealthy envy
Ma	- Putting on an ugly face when his friend gets a gift - Ever hurt a friend who managed to get a gift
Na	Does not show symptoms of unhealthy envy

h. Unhealthy Desire

	Symptoms
M	Does not show symptoms unhealthy desire
N	Does not show symptoms unhealthy desire
P	- Repeatedly stealing money to buy desired items.
Ma	Does not show symptoms unhealthy desire
Na	Does not show symptoms unhealthy desire

RESULT AND DISCUSSION

Based on the research result, the researcher conducted a component analysis by making a systematic mapping of the impact of Controlling Mom care in the emotional problems of the GBIS Bunga Bakung Magelang Sunday School children.

Controlling Mom Parenting Style

There are same patterns of every mother who does the Controlling Mom parenting style according to the theory written by Henry Cloud and John Townsend. These patterns include:

a. Every mother assumes that only the mother knows what is best for the children

This can be seen from each mother who is the main or dominant decision maker. Most mothers don't even involve other people like their husbands or the children themselves. This is because the mother is a single parent or the mother is dominant compared to the father. This indicator can also be seen from the mother's attitude in receiving input regarding child

care. Most of the mothers admitted that they were so picky to take input. One even firmly stated that she did not want to accept input from anyone because only mothers know best for their children.

However, there are differences in the application of this parenting style. A mother uses a strict schedule, a mother uses restrictions, a mother uses threats and two mothers use reminder, they constantly remind the children to do or not to do something. These different applications have one thing in common, namely the tendency to control the children to do or not to do something according to the mother's wishes. The strict schedule is intended for the children to act according to the system and time the mother wants. Prohibitions and threats are intended so that children have limits not to violate something that is not what the mother wants. Mothers who always remind children have a goal for children to do what the mother says.

b. Every child depends on the mother

This is clearly seen from the situation of each child who is dependent on the mother and the consequences experienced by the child from the mother's response even though it is different in its application. A child must perfectly follow all the wishes of the mother because otherwise the mother will scold by yelling, hitting, even kicking the child out of the house. A child is often threatened by his mother to leave the child doesn't obey. Two children lack the initiative to act and depend on the mother to be constantly reminded what to do and what not to do. If you do not do as the mother said, the mother will scold by not talking to the children and even hitting, pinching and yelling. A child is dependent mother and is afraid to do

anything without her. Mother often scolds, yells and pinches if the children do not obey.

c. Mothers Have a Need for Recognition of Self-Identity and Emotions

This indicator is fulfilled by the similarity pattern of every mother who has problems with her husband or family. A mother divorced her husband and even harbored hatred for her ex-husband. Two mothers have different beliefs with their husbands. One of them thought her husband didn't care about raising children. Another considers her husband to be slow and lazy. Two mothers have economic problems in the family. One of them is a widow. Another person is seen complaining and blaming her husband for the economic problems she is experiencing. The need for recognition of self identity and emotion is also evident from the differences in mother's attitudes inside and outside their house (in the community or social media). A mother is very active in society but becomes passive at her house. A mother is very active in sharing her feelings (angry, disappointed, happy, sad, etc.) and her activities in WA stories but she feels lonely at her house because she only lives alone with her children. Another mother has a disorganized relationship with her in-laws who live together but she has a harmonious relationship with her neighbors.

Children's Emotional Problems

There are some emotional problems which are known from visible behavioral symptoms.

Anxiety Disorder

There are three children who have anxiety disorder and two children do not have. One child often looks nervous when talking to teachers or friends, avoids his friends and prefers to be alone than to be

with friends. One child is easily distracted and becomes impatient with other children under her age. When she is in the church, she lacks of concentration when listening to God's Word and often forgets the God's Word. The other child looks restless and anxious during Sunday School, rarely hangs out with other friends and very often fears of doing something. He doesn't want to be away from his father and even continues to hold his father's hand during the service and Sunday School activities. This situation shows a difference from the theory of Henry Cloud and John Townsend which states that Controlling Mom parenting style must produce anxiety disorders. However, circumstances state that the emotional problems of anxiety disorders do not necessarily occur.

Depression

All children experience depression. All of them often looks gloomy and very rare smiles. Some of them do not want to do anything during Sunday School, whether singing, clapping, playing or doing activities. They just sit still and look down until it's time to go home from Sunday School. Most of them are easily offended and very sensitive if given input or reprimand. One child shows anti-social behavior such as being busy with gadgets without caring about the people around her. This emotional problem is in line with Henry Cloud and John Townsend's theory which states that Controlling Mom parenting style must produce depression emotional problems.

Feeling guilty

Two children experiences feeling guilty and three children do not show the emotional problem of feeling guilty. One child cleans his hands or his seat frequently

and tends to be perfectionists. When given instructions, he will do everything according to the instructions given and look restless or protest if other friends do something that is not in accordance with the instructions. Another child shows his feeling guilty by blaming others. This situation shows a difference from Henry Cloud and John Townsend's theory which states that Controlling Mom parenting style must produce feeling guilty. However, the circumstances suggest that feeling guilty are not necessarily the case in Controlling Mom parenting style.

Feeling shame

There are three children experiences feeling shame and two children do not experience it. The three children rarely make eye contact with teachers and friends. They also feel shame and afraid to come forward in front of the class. There is one child who gets angry to cover up his embarrassment when making mistakes. Henry Cloud and John Townsend do not state that Controlling Mom parenting style produces feeling shame. However, circumstances suggest that feeling shame can occur in Controlling Mom parenting style.

Feeling hurt

Three children experience emotional problems of being hurt and two children do not. The three children are feeling hurt by their mothers and even do not want to talk about their mothers. Henry Cloud and John Townsend do not state that Controlling Mom's upbringing results in emotional hurt or hurt. However, circumstances state that emotional problems of hurt or hurt can occur in Controlling Mom parenting.

Unhealthy Anger

Four children experience unhealthy anger and only one child do not. The four children are difficult to express his feelings and reasons. They get angry by shouting, punching and even hitting his hands on the floor. Henry Cloud and John Townsend do not state that Controlling Mom parenting style results unhealthy anger. However, circumstances suggest that unhealthy anger can be very common in Controlling Mom parenting style.

Unhealthy Envy

There are four children do not have this emotional problem and only one child shows unhealthy envy emotional problems. He puts on an ugly face when his friend gets a gift and ever hurt a friend who managed to get a gift. Henry Cloud and John Townsend do not state that Controlling Mom parenting style results in unhealthy envy. However, circumstances suggest that this emotional problem can occur in the Controlling Mom parenting style although the chances are thin.

Unhealthy Desire

Four children do not experience emotional problems of unhealthy desire and one child who experiences this emotional problem. She repeatedly steals money to buy her desired items. Henry Cloud and John Townsend do not state that Controlling Mom parenting style produces unhealthy desire. However, circumstances state that this emotional problem can occur in Controlling Mom parenting style although the possibility is small.

CONCLUSION

Based on the discussion above, the research question of what is the impact of Controlling Mom parenting style on the

emotional problems of GBIS Bunga Bakung Magelang Sunday School children other than those stated by Henry Cloud and John Townsend's theory can be answered. They are feeling shame, hurt and unhealthy anger which has a high probability of occurring as a result of Controlling Mom parenting style. Meanwhile, the emotional problems of anxiety disorder and feeling guilty that Henry Cloud and John Townsend stated must have occurred as a result of Controlling Mom parenting style do not necessarily occur. Other emotional problems such as unhealthy envy and unhealthy desire are less likely to occur as a result of Controlling Mom parenting style. While the emotional problem that definitely occurs and is in line with the theory of Henry Cloud and John Townsend is depression.

These findings may have got differences with the theory due to some factors such as cultural context. The phrase "it takes a village to raise a child" means that cultural context holds a very important factor in child's life. Henry Cloud and John Townsend wrote the theory in Western context, specifically in United States while the research I did is in Asian context, specifically in Indonesia. Moreover, these findings raise up another question which can be researched in the future about the mother's personal past life background which cause the controlling parenting style.

Based on the result of this study, the mothers can evaluate and rectify the parenting style such as having mindset that mothers do not always know the best so that mothers need to learn from others willingly; mothers need to give chances to their children for being independent although they will make mistakes; and mothers need to get some help related to their self-identity and emotions so that they can parent better. This study also can help the Sunday school teachers to

understand the situation of children and assist them through Sunday School programs.

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