

THE ROLE OF PARENTING STYLE AND ENVIRONMENT IN SHAPING WORKPLACE MINDSET: A STUDY IN CENTRAL JAVA

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Abstract

This study aims to analyze the influence of parenting style and environment on workplace mindset. Workplace mindset is a mindset that influences how individuals respond to challenges, work in teams, and adapt to organizational dynamics. This study uses a quantitative approach with the Partial Least Square (PLS 3.0) analysis method, involving 100 respondents from various regions in Central Java. The results showed that parenting style and environment significantly influenced workplace mindset, with an R-square value of 0.505, which means that both variables are able to explain 50.5% of the variation in individual work mindsets. These findings indicate that childhood experiences through parenting style and the influence of the social environment such as relationships and lifestyle have an important role in shaping a person's professional attitudes and ways of thinking. Therefore, the development of a positive work mindset needs to consider psychosocial aspects from an early age. Practically, organizations and educational institutions are encouraged to integrate character-building programs that emphasize emotional intelligence and adaptive thinking from a young age to support long-term professional development.

Keywords: *parenting style, environment, workplace mindset*

Introduction

Mindset plays an important role in a person's success in the world of work. Based on Carol S. Dweck's theory in research (Afandi, 2022) argues that mindset is divided into two, namely fixed mindset and growth mindset. Individuals with a fixed mindset tend to believe that ability and intelligence are fixed so they are more afraid and reluctant to take on new challenges. Individuals with a growth mindset tend to be more resilient, adaptive, and open to feedback, so they are better able to grow and contribute in a dynamic work environment.

Positive mindset is an important foundation in a strong personality and success in various aspects of life, including in the world of work. In the study (Rachma et al., 2022) argues that positive thinking can help people see problems as challenges, maintain emotional calm, and increase mental resilience to work pressure. Individuals who are accustomed to positive thinking will be more adaptable to the work environment, have high motivation, and are able to build healthy work relationships.

The orientation towards problem solving (problem solving mindset) that exists in humans is one of the main skills needed in the world of work today and in the future. In the context of visionary leadership training, according to (Hamzah et al., 2021) this mindset encourages individuals to think positively, provide solutions, and be adaptive to challenges that arise suddenly in a dynamic work environment.

With different mindsets, humans do have significant variations in how they approach and carry out work. This is fundamentally influenced by two main factors, such as: parenting style and environment. The parenting style experienced by a person during growth, such as: an authoritative style that balances support with high expectations, tends to form an independent individual with a strong growth mindset. On the other hand, according to (Abou Yassin et al., 2022) argues that the environment in which individuals grow and develop, such as school, family and other cultural groups, plays a role in shaping work ethic, ability to interact and other career orientations.

Parenting style plays a crucial role in shaping a person's workplace mindset. Early interactions and experiences within the family significantly influence the development of psychological characteristics relevant to the world of work later in life. In the study (Shimil & Srivastava, 2022) argues that authoritative parenting that emphasizes a balance between demands and support can foster a workplace mindset that is adaptive, proactive, and has high initiative.

Individuals who grow and develop form the foundation for their behaviors, beliefs, and how they interact with challenges in the professional environment. An authoritative parenting style that balances warmth and assertiveness tends to foster a workplace mindset that is proactive, problem-solving oriented, has high initiative, and good adaptability, because individuals are accustomed to autonomy within class boundaries and are encouraged to think critically. On the other hand, overly permissive or authoritarian parenting has the potential to produce a workplace mindset that is less confident, dependent on external direction, tends to avoid responsibility, or even develops a rebellious nature towards structure and rules, all of which will affect how individuals carry out tasks, collaborate with teams, and manage career development in a dynamic workplace, according to (Rezania, 2022).

According to the phenomena in the research (Kendra Cherry, 2024) there are four types of parenting styles such as: authoritarian, authoritative, permissive, and uninvolved. Workplace mindset with authoritative individual characteristics tend to be more independent, competent, and have high self-esteem inherently or how this parenting style forms individuals who are more prepared and have the potential to perform well in various aspects of life including performance at work.

Various studies on human resource psychology, in this research (Muthmainnah, 2022) argues that parenting style can be defined as a set of attitudes, beliefs, and behaviors of parents consistently towards their children, which then create a certain emotional atmosphere in which the child is raised. This parenting pattern reflects how parents interact with their children, setting boundaries, providing support, and instilling values. Experts, especially Diana Baumrind, identify four main indicators that distinguish different types of patterns, such as: the level of demand or control (demandingness/control), the level of responsiveness or maturity (responsiveness/warmth), two-way communication, independence and autonomy given.

The environment, especially the work environment, has a significant and direct impact on the formation and adaptation of an individual's workplace mindset. This

phenomenon is reflected in how physical and psychosocial factors in the workplace, such as: organizational culture, individual lifestyle outside of work, relationships between coworkers, and reward and recognition systems collectively influence employee motivation, satisfaction, engagement, and ultimately performance according to (Yusriadi et al., 2022). There are supporting indicators in the environmental variables, such as: dominant organizational culture, superior leadership style, relationship quality, and career development opportunities.

The mindset, beliefs, attitudes, and assumptions that underlie how an individual views and approaches work, coworkers, challenges, and opportunities in a professional environment are the references that exist in the workplace mindset. According to (Niere (Mecon) et al., 2024) workplace mindset is not just a technical skill, but a psychological framework that influences how a person responds to stress, collaboration, and thrives in the workplace. There are supporting indicators in the workplace mindset, such as: proactivity, resilience, collaboration orientation, and adaptability.

Method

The type of research used in this study is quantitative research with an existing conceptual framework design. Namely as follows:

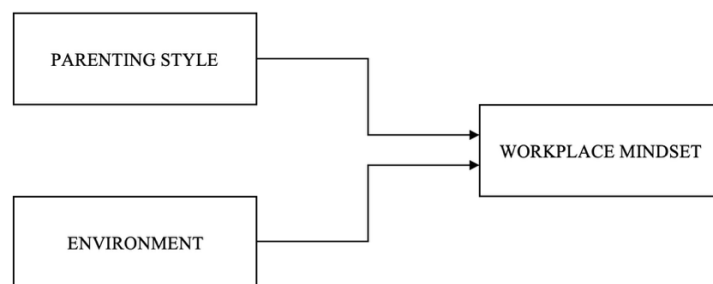


Figure 3.1 Conceptual Framework

This research is a quantitative research with a descriptive analysis method using the PLS 3.0 data processing tool. In the study (Waruwu et al., 2025) argued that quantitative research is a research approach that uses data in the form of numbers (numeric) to answer research questions objectively, structured, and can be measured statistically. A systematic and objective approach in collecting and analyzing numerical data, in order to obtain valid information and in accordance with the phenomenon, this study adopts PLS 3.0 for data processing tools.

The sampling technique used in this study is **purposive sampling**, in which respondents are selected based on specific criteria relevant to the research objectives, namely individuals in Central Java who are currently employed. The research instrument is a **closed-ended questionnaire** consisting of **26 items** representing the study variables. Each item is measured using a **5-point Likert scale**, ranging from 1 (strongly disagree) to 5 (strongly agree). Prior to the main analysis using PLS 3.0, the instrument underwent **preliminary validity and reliability testing** using outer loading values and Cronbach's Alpha to ensure that each indicator is valid and reliable in measuring its respective construct.

PLS 3.0 is a statistical software used to perform Structural Equation Modeling (SEM) analysis based on Partial Least Squares (PLS). This software is very popular in quantitative

research, especially those involving the analysis of relationships between latent variables in complex models according to (Setiawan & Utomo, 2024).

The location of this study is the people of Central Java, Indonesia who have worked with a sample size of 100 and a population of 19.99 million people. The formula used to determine the sample size of a population when the population size is known, but it has not been determined how many respondents will be taken, namely 10%, in the study (Tunru et al., 2023) is the definition of the Slovin formula.

Result and Discussion

Algorithm

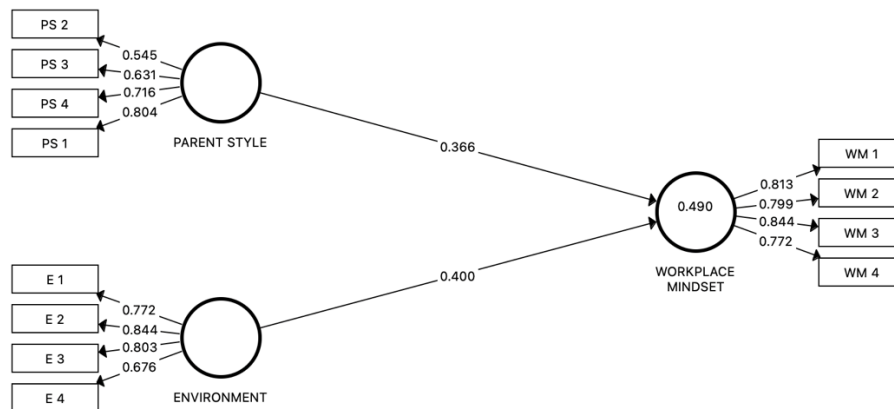


Figure 4.1 Algorithm

By using the Smart PLS 3.0 application that has been processed, it is stated that all indicator values are more than 0.5, which is a finding that strongly supports the validity and reliability of the research instruments used, especially in the context of factor analysis or testing measurement models. This threshold value of 0.5 is often used as a minimum criterion to indicate that each indicator has a significant and relevant contribution in measuring the intended construct or latent variable. When all indicators show values above 0.5, this indicates that each question or measurement item truly reflects the dimensions to be measured, so that the instrument has a strong and consistent measuring power. This condition not only increases confidence in the results of hypothesis testing, but also strengthens the interpretation that the data collected accurately represents the phenomenon being studied, providing a solid basis for the conclusions and practical implications drawn from the study.

Discriminant Validity

R-Square

R-squared (R^2) or coefficient of determination is a statistic used in regression analysis to measure how well a regression model can explain variation in a dependent variable. Simply put, R-squared indicates the proportion of variance in the dependent variable that can be predicted from the independent (free) variables. R-squared values range from 0 to 1 (or 0% to 100%). The higher the R-squared value, the better the regression model is at explaining or predicting the dependent variable. According to (Iba, 2024) think that R-Square 0.26 identifies that the model is good (strong), 0.13 indicates that the model is moderate, and 0.02 indicates that the model is bad (weak). The following are the results of the research data analysis that has been carried out:

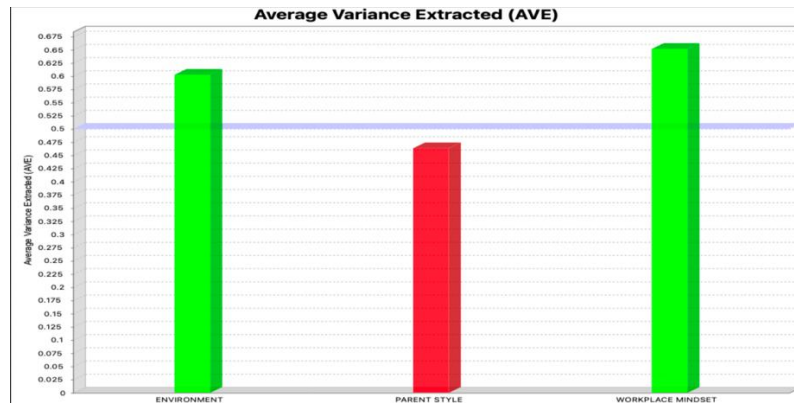


Figure 4.2 R-Square

	R Square	R Square Adjusted
WORKPLACE MINDSET	0.490	0.481

Figure 4.3 R-Square

Based on the "R-Square" table which displays an R-squared value of 0.505, this indicates that the regression model formed has strong explanatory power. The figure of 0.505 can be interpreted that 50.5% of all variations that occur in the Workplace Mindset variable can be explained significantly by the combined influence of the Parenting Style and Environment variables that have been entered into the research model. The rest of the variation, which is around 49.5%, is likely caused by other factors outside the variables studied in this study.

FIT Model (NFI)

FIT Model is a statistical analysis in structural equation modeling or regression, which refers to how well the hypothesized theoretical model fits the observed empirical data, in the opinion of (Listiandi et al., 2020).

	Saturated Model	Estimated Model
SRMR	0.106	0.106
d_ULS	0.878	0.878
d_G	0.327	0.327
Chi-Square	219.589	219.589
NFI	0.657	0.657

Figure 4.4 FIT Model (NFI)

The NFI (Normed Fit Index) value of 0.814 obtained in "Model Fit" is one of the important indicators to assess the overall suitability between the theoretical model proposed in the study and the empirical data that has been collected. The NFI serves as a comparative measure that compares the fit of the proposed model with the fit of the null model or independence model, which is a basic model that assumes no relationship between variables. In this context, a value of 0.814 indicates that the hypothesized

model has been able to explain 81.4% of the improvement in fit compared to the null model. Although some strict guidelines recommend an NFI value above 0.90 for excellent fit, values above 0.80 or 0.85 are still widely considered to indicate acceptable or fairly good model fit.

Hypothesis

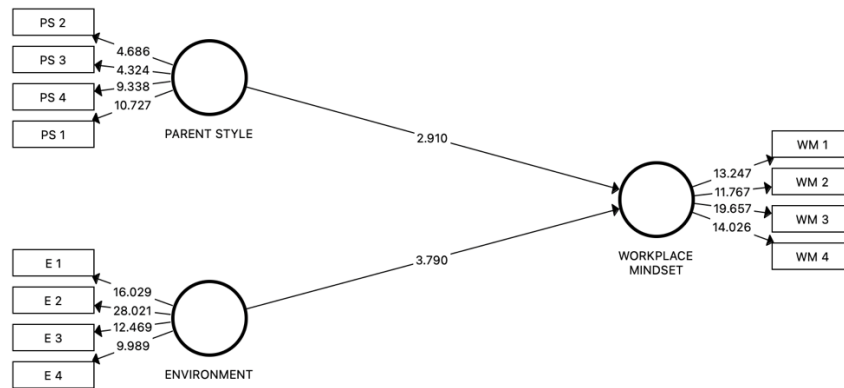


Figure 4.5 Bootstrapping

The Influence of Parenting Style on Workplace Mindset

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O /STDEV)	P Values
ENVIRONMENT -> WORKPLACE MINDSET	0.400	0.396	0.106	3.790	0.000
PARENT STYLE -> WORKPLACE MINDSET	0.366	0.361	0.126	2.910	0.002

Figure 4.6 Bootstrapping

Based on the results of hypothesis testing on the research model, the original sample value was obtained as 0.366 for the influence of Parenting Style on Workplace Mindset, with a t-statistic value of 2.910 and a p-value of 0.002. A p-value smaller than 0.05 indicates that the relationship is statistically significant. This means that the parenting style received by individuals in childhood has a real influence on the way they think, behave, and respond to situations in the current work environment. The more positive and supportive the parenting style received, the more open the individual is in forming an adaptive, solution-oriented, and developing mindset in the world of work. These results strengthen the theory that the formation of mindset is not only influenced by formal education or work experience, but is also greatly determined by the psychological foundation formed early on through interaction with parents. Thus, the hypothesis stating that there is a significant influence between parenting style and workplace mindset is accepted.

The Influence of Environment on Workplace Mindset

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O /STDEV)	P Values
ENVIRONMENT -> WORKPLACE MINDSET	0.400	0.396	0.106	3.790	0.000
PARENT STYLE -> WORKPLACE MINDSET	0.366	0.361	0.126	2.910	0.002

Figure 4.7 Bootstrapping

The results of the hypothesis test show that a person's living environment has a significant influence on workplace mindset, with an original sample value of 0.400, a t-statistic of 3.796, and a p-value of 0.000. This figure shows that the influence is very statistically significant. The environment referred to in this study includes daily

interactions, lifestyle, peer influence, social norms outside the office, and social pressures such as the need for existence or prestige. These factors indirectly shape how a person views the world of work, responds to tasks, faces pressure, and adapts to organizational dynamics. For example, someone who is accustomed to being in a supportive and achievement-oriented environment will tend to have an open, collaborative, and initiative work mindset. Conversely, individuals who live in a competitive environment that emphasizes prestige, status, or a consumptive lifestyle may bring a reactive or perfectionist mindset into the world of work. Thus, these results confirm that the social environmental factors where a person lives every day also shape their way of thinking, mental attitude, and emotional response when facing the world of work. The hypothesis stating that the environment influences workplace mindset is accepted.

Conclusion

Based on the results of the analysis and discussion in this study, it can be concluded that parenting style and environment have a significant influence on the formation of workplace mindset. The parenting style received by individuals since childhood, especially the authoritative parenting style that is balanced between discipline and warmth, has been proven to be able to form an independent, resilient, and growth-oriented person—the main characteristics of a growth mindset that is very much needed in the modern work environment. In addition, the social environment where individuals live and interact, such as relationships, lifestyle, social pressure, and values instilled by the community outside the world of work, also play an important role in shaping how individuals respond to challenges, behave towards pressure, and collaborate in the professional world. With an R-square value of 0.505, it can be said that the combination of parenting style and environment successfully explains 50.5% of the variation in an individual's workplace mindset, while the rest is influenced by other factors outside this model. Overall, these findings strengthen the understanding that positive and adaptive work mindsets are not formed instantly or solely due to formal training in the workplace, but rather are the cumulative result of long-term life experiences that start from the family environment and are reinforced by social interactions in the individual's daily life.

This finding is also in line with various studies in Western countries, such as the study by Baumrind and Luyckx which showed that supportive parenting and a healthy social environment play a major role in shaping an individual's mental resilience and work readiness. However, in a collectivistic cultural context such as Indonesia, family values, social obedience, and harmony have a greater share in shaping responses to organizational dynamics, different from individualistic contexts that emphasize more on autonomy and personal achievement. Therefore, the results of this study provide practical implications for HR practitioners and educators to not only focus on technical training in the workplace, but also to develop character development programs, growth mindset strengthening, and psychosocial education from an early age. For HR, understanding the background of parenting and the environment can be used in employee assessments and career development planning that is more holistic and adaptive to the cultural context.

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