Psychological Well-being in Ethnic Chinese Indonesian Students: Is it related to Helicopter Parenting?

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Abstrak

Pola asuh diduga memiliki hubungan dengan psychological well-being mahasiswa. Salah satunya yaitu pola asuh helikopter. Penelitian ini dilakukan untuk mengetahui hubungan antara helicopter parenting dan psychological well-being pada mahasiswa Tionghoa Indonesia. Penelitian ini menggunakan metode kuantitatif dengan desain korelasional. Sebanyak 117 mahasiswa Tionghoa aktif S1 dari institusi perguruan tinggi di Indonesia menjadi subjek dalam penelitian ini melalui accidental sampling. Hasil penelitian menunjukkan bahwa terdapat hubungan negatif yang signifikan antara helicopter parenting dan semua dimensi dalam psychological well-being yaitu autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, dan self-acceptance. Semakin kuat penerapan helicopter parenting yang diterapkan pada mahasiswa Tionghoa, semakin rendah psychological well-beingnya. Dengan demikian, disarankan kepada orang tua Tionghoa dapat menerapkan pola asuh yang lebih positif sehingga dapat meningkatkan psychological well-being mahasiswa
Kata kunci: *pola asuh helikopter; kesejahteraan psikologis, mahasiswa Tionghoa.*

Abstract

Parenting patterns are thought to have a relationship with students' psychological well-being. One of them is helicopter parenting. This research was conducted to determine the relationship between helicopter parenting and psychological well-being in Chinese Indonesian students. This research uses quantitative methods with a correlational design. A total of 117 active Chinese Indonesian undergraduate students from higher education institutions in Indonesia were the subjects of this research through accidental sampling. The research results show that there is a significant negative relationship between helicopter parenting and all dimensions of psychological well-being, such as autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance. The stronger the implementation of helicopter parenting applied to Chinese Indonesian students, the lower their psychological well-being. Thus, it is recommended that Chinese Indonesian parents implement more positive parenting patterns so that they can improve students' psychological well-being.
Keywords: *helicopter parenting; psychological well-being; Chinese Indonesian students*

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Introduction

The Chinese Indonesian ethnic group is one of Indonesia's 15th largest population ethnicities based on the results of the census conducted in 2000. National Geographic 2021 reported the results of the 2010 census that the Chinese Indonesian population reached 2,832,510 people, in other words, around 1.2 percent of Indonesia's population is Chinese (Taher, 2021). The ethnic Chinese population in Indonesia is also divided into several sub-groups, namely Hakka, Hainanese, Hokkien, Cantonese, Hokchia, and Tiochiu. Apart from that, ethnic Chinese Indonesians also have cultural characteristics, one of which can be seen from the values/philosophy that ethnic Chinese have in living their lives. Internally, the Chinese Indonesians have inherited the values of Confucian teachings for generations. For example, the Hakka tribe has a fascinating perspective, mindset, ethics, and culture. Apart from that, the Hakka tribe also has powerful characteristics related to love of the country, never giving up, tolerance, forgiveness, courage to move forward, upholding culture, and working hard (Chandra & Christiana, 2014). The other values, namely obeying parents and serving the family, are values that are often emphasized in ethnic Chinese Indonesian children. The inheritance of Confucian values is a powerful medium for instilling values in the next generation (Vasanty in Haryono, 2006).

Chinese Indonesian young people/students themselves also have unique qualities, one of which is their attitude of working hard to achieve high achievements so that many Chinese Indonesian students achieve well in various educational institutions from elementary to tertiary institutions. One study shows that the learning motivation of ethnic Chinese Indonesians is higher, so they show higher grades than ethnic Malays (Farradinna & Anugrah, 2019). This is also because ethnic Chinese Indonesians receive many demands to strive for success and achievement from their parents (Wilmoth in Martaniah, 1998). However, Chinese Indonesian students also experience psychological problems. As research conducted by Yang (in Wu, et al., 2020) in China shows that Chinese students in China experience a tendency to mental problems. Not only in Asia, research conducted by Yu, et al. (2023) shows that Chinese students aged 16 years and over, including students studying in Canada, also experience a tendency to mental problems such as stress, anxiety, and depression. Likewise, Chinese students studying in the United States and Australia reported experiencing anxiety (Han, et al., 2013; Redfern, 2016).

The results of short interviews conducted by researchers with several Chinese Indonesian students at a private university in Indonesia showed that some of them had difficulty making decisions independently, found it difficult to make friends with individuals their age, found it difficult to know their potential, and had no clear idea

about future life goals, and this makes students feel overthinking and stressed. The problems that arise are problems related to psychological well-being. Psychological well-being is an individual's ability to explore the potential within him to the maximum, so that the individual can become useful to others (Ryff, 1989). Ryff (1989) states that when an individual has high psychological well-being, the individual will feel satisfied in his life, have a positive emotional condition, be able to overcome negative experiences that can produce negative emotions, be able to have positive relationships with other people, not dependent on other people and can determine their destiny. Ryff and Keyes (1995) argue that psychological well-being is influenced by several factors, namely gender, age, socioeconomic status, and culture. Apart from that, there are also social support factors, evaluation of life experiences, personality, and religiosity, including parenting patterns. Meanwhile, Mirowsky and Ross (1999) say that work, marriage, children, health and physical function, beliefs, and emotions, including a person's past conditions, especially family parenting patterns, also influence an individual's psychological well-being (Mirowsky & Ross, 1999).

The parenting styles of Chinese Indonesian parents vary. Some ethnic Chinese Indonesian parents parent authoritatively, as research results by Paramitha and Basaria (2018) show that out of 63 Chinese Indonesian parents, 50-53 parents apply an authoritative parenting style that is controlling and responsive to their children and provides facilities for children to be able to develop optimally so that children can grow and develop well (Sangawi, Adams & Reissland in Paramitha & Basaria, 2018). On the other hand, there are also ethnic Chinese parents in China and Korean parents who raise their children by placing excessive emphasis on academic achievement, monitoring their children's social activities, making decisions for them, and providing excessive care (Kwon, Leung & Shek in Hwang, et al., 2023).

The results of short interviews conducted by researchers with several Chinese Indonesian students at one of the private universities in Indonesia show that their parents are very involved in their personal affairs such as the activities the students participate in, decisions that should be taken independently by the students are instead decided by them. parents, such as the courses they take, the activities they have to take part in, and so on. This parenting pattern or style is termed helicopter parenting. Odenweller, Butterfield, and Weber (2014) explained that helicopter parenting refers to parents who are too involved and protective of their children. Parents communicate with their children constantly, and interfere a lot in their children's affairs. Helicopter parenting is characterized by excessive giving of advice from parents. Parents are very involved in the child's life so adjustments to the child's need for autonomy are reduced. The existence of helicopter parenting creates high

control over the child in line with the intervention provided (Odenweller, Butterfield, & Weber, 2014). Ethnic Chinese Indonesian children receive many demands to strive for success and achievement from their parents. Individual development which is also influenced by parenting and culture results in ethnic Chinese Indonesian people being competitive, trying hard to achieve achievements so that they have high aspirations (Wilmoth in Martaniah, 1998). Parenting plays an important role in individual psychological well-being. Sa'adah's (2017) research shows that there is a high relationship between parents' ability to care for children and the child's psychological well-being. Parents' ability to care for children has a huge impact on children's well-being (Sa'adah, 2017). The higher the parents' skills in raising children positively, the higher the psychological well-being that the children they care for will have. This is in line with research conducted by Fletcher, et al. (2008) which shows that parents who have positive parenting strategies will also have a positive impact on children's psychological well-being.

Several studies show that helicopter parenting has a negative correlation with students' psychological well-being (Lemoyne & Buchanan, 2011), meaning that the stronger the helicopter parenting pattern from parents, the more students' psychological well-being will decrease. This is in line with the statement by Vigdal and Brønnick (2022) which states that helicopter parenting is a risk factor related to the individual's psychological/mental state. Still with the same findings, children who have parents with helicopter parenting will have a less sense of autonomy and competence which, if continued, can damage the relationship between parents and children, which is correlated with a decrease in the child's psychological well-being. If helicopter parenting continues, it will not only be related to a decrease in psychological well-being but will also affect other aspects such as mental health. This is supported by the results of literature research which states that students who have parents with high helicopter parenting will have a higher tendency to depression and lower life satisfaction (Schiffrin, et al., 2014). Several studies show that helicopter parenting influences depression and anxiety in children (Vigdal & Brønnick, 2022). However, the results of other research show that there is no significant negative relationship between helicopter parenting and students' psychological well-being (Taroreh, 2022).

The differences in the findings above are one of the reasons why researchers want to research helicopter parenting and psychological well-being. Apart from that, this research is important because of the finding that helicopter parenting can reduce psychological well-being in the form of reducing the sense of autonomy and confidence in children's abilities (Vigdal & Brønnick, 2022). Moreover, a further effect

of previous findings states that helicopter parenting is also related to mental health issues such as depression and anxiety. This makes this research important for research on ethnic Chinese Indonesians, as well as research data related to helicopter parenting and psychological well-being in the last 10 years, even on Chinese Indonesian students, there is not much. Therefore, researchers want to know the relationship between helicopter parenting and psychological well-being in ethnic Chinese Indonesian students in Indonesia.

This research has theoretical and practical benefits. In the theoretical field, it is hoped that this research can contribute to knowledge, especially in the field of social psychology regarding helicopter parenting and psychological well-being in ethnic Chinese Indonesian students. In practice, Chinese Indonesian students can obtain information about the relationship between helicopter parenting and psychological well-being in ethnic Chinese Indonesian students, so that students can look for strategies to maintain or improve their psychological well-being. Meanwhile, students can improve good communication with their parents so that they can reduce the helicopter parenting style applied by parents. Apart from that, it is hoped that this research will provide input for ethnic Chinese Indonesian families regarding helicopter parenting and psychological well-being so that they can pay more attention to the parenting patterns they implement which will have an impact on their children. Based on the differences in findings from several previous studies, the researchers determined the following hypothesis:

H0: There is no significant relationship between helicopter parenting and psychological well-being in ethnic Chinese Indonesian students.

H1: There is a significant relationship between helicopter parenting and psychological well-being in ethnic Chinese Indonesian students.

Methods

This research uses helicopter parenting as the independent variable and psychological well-being as the dependent variable. The method used in this research is a quantitative method with a correlational design to determine whether or not there is a relationship between variables. The sample in the research was obtained using an accidental sampling technique. There were 117 active Chinese Indonesian undergraduate students in this study covering various age ranges, gender, type, and origin of university, faculty, class, type, and sub-ethnicity of Chinese Indonesian ethnicity, birth order, the current state of residence, and type of employment of parents. Data was taken by distributing the scale in the form of a questionnaire via

Google Forms. The Google Forms link is distributed via the WhatsApp, Instagram, and TikTok applications. Data collection was carried out for approximately one month, starting from September 9th, 2024 to October 11th, 2024. The data in the study were analyzed using the Spearman rank correlation technique. Previously, descriptive statistical calculations and data categorization were carried out first. After that, proceed with the assumption test, namely the normality and linearity test.

There are two scales in this research, namely the helicopter parenting scale and the psychological well-being scale. The helicopter parenting scale uses the Helicopter Parenting Instrument (HPI) which was created by Odenweller et al. (2014) with 15 items. This scale has a score ranging from 1-7, where score 1 is strongly disagree, score 2 is disagree, score 3 is slightly agree, score 4 is neutral, score 5 is quite agree, score 6 is agree, and score 7 is strongly agree. The higher the scale score indicates the stronger the helicopter parenting applied to the individual. Meanwhile, psychological well-being uses the Scale of Psychological Well-Being (SPWB) moderate version created by Ryff and Keyes (1995) referring to Ryff and Keyes' theory with 42 items. This scale is in the form of a Likert scale with a score of 1-7, with a score of 1 for strongly agree, score 2 for agree, score 3 for quite agree, score 4 for neutral, score 5 for disagree, score 6 for disagree, and score 7 to strongly disagree. The higher the scale score, the lower the individual's psychological well-being.

Before data collection was carried out, the researcher conducted a scale trial first and calculated its validity and reliability. From the results of trials that have been carried out, the helicopter parenting scale has a corrected item-total correlation value ranging between 0.319-0.705 with an α reliability of 0.857, which means it meets the requirements for the reliability of a good measuring instrument. On the psychological well-being scale, trials were carried out on all dimensions with corrected item-total correlation value results ranging between 0.326-0.736 and α reliability of 0.726 on the autonomy dimension. In the environmental mastery dimension, corrected item-total correlation value ranges between 0.380-0.666 with an α reliability of 0.738. The personal growth dimension has corrected item-total correlation value range between 0.416-0.855 with an α reliability of 0.895. In the dimension of positive relations with others, corrected item-total correlation value ranges between 0.436-0.832 with an α reliability of 0.835. In the purpose in life dimension, item corrected item-total correlation value ranges between 0.418-0.809 with an α reliability of 0.857. In the self-acceptance dimension, corrected item-total correlation value ranges between 0.311-0.850 with an α reliability of 0.873.

Results

The results of descriptive statistical analysis show that the average helicopter parenting score is 66.07 with a standard deviation of 12.294. Based on the data categorization that has been carried out, it can be seen that 32.5% of Chinese Indonesian students have a moderate helicopter parenting pattern, 31.6% have a high helicopter parenting pattern, 21.4% are in the low category, 9.4% are in the in the very low category, and 5.1% is included in the very high category with the following table:

Table 1

Descriptive Statistics and Categorization of Helicopter Parenting Data

Interval	Category	Frequency	%
X ≤ 47,635	Very low	11	9,4
47,635 < X ≤ 59,925	Low	25	21,4
59,925 < X ≤ 72,215	Moderate	38	32,5
72,215 < X ≤ 84,505	High	37	31,6
84,505 < X	Very High	6	5,1
	Jumlah	**117**	**100**
Mean = 66,07		Minimum = 31	
Std. Dev = 12,294		Maximum = 96	

Meanwhile, psychological well-being is tested for each dimension. In the autonomy dimension, the results of descriptive statistical analysis show the average score is 25.79 with a standard deviation of 8.33. In the environmental mastery dimension, the results of descriptive statistical analysis show the average score is 25.36 with a standard deviation of 10.43. In the personal growth dimension, the results of descriptive statistical analysis show the average score is 28.08 with a standard deviation of 11.40. In the dimension of positive relations with others, the results of descriptive statistical analysis show the average score is 27.69 with a standard deviation of 9.11. In the purpose in life dimension, the results of descriptive statistical analysis show the average score is 28.26 with a standard deviation of 9.99. In the self-acceptance dimension, the results of descriptive statistical analysis show the average score is 25.97 with a standard deviation of 8.16 with the following categorization table:

Table 2

Descriptive Statistics and Categorization of Psychological Well-Being Data

Dimension	Category	Frekuensi	%
Autonomy	Very low (X ≤ 13,295)	0	0
	Low (13,295 < X ≤ 21,625)	44	37,6
	Moderate (21,625 < X ≤ 29,955)	35	29,9
	High (29,955 < X ≤ 38,285)	29	24,8
	Very high (38,285 < X)	9	7,7
Jumlah		**117**	**100**

Mean = 25,79		Minimum = 14	
Std. Dev = 8,33		Maximum = 49	
Environmental mastery	Very low (X ≤ 9,715)	3	2,6
	Low (9,715 < X ≤ 20,145)	41	35
	Moderate (20,145 < X ≤ 30,575)	33	28,2
	High (30,575 < X ≤ 41,005)	34	29,1
	Very high (41,005 < X)	6	5,1
Jumlah		**117**	**100**
Mean = 25,36		Minimum = 8	
Std. Dev = 10,43		Maximum = 46	
Personal growth	Very low (X ≤ 10,98)	0	0
	Low (10,98 < X ≤ 22,38)	43	36,8
	Moderate (22,38 < X ≤ 33,78)	26	22,2
	High (33,78 < X ≤ 45,18)	44	37,6
	Very high (45,18 < X)	4	3,4
Jumlah		**117**	**100**
Mean = 28,08		Minimum = 11	
Std. Dev = 11,40		Maximum = 48	
Positive relations with others	Very low (X ≤ 14,025)	3	2,6
	Low (14,025 < X ≤ 23,135)	40	34,2
	Moderate (23,135 < X ≤ 32,245)	34	29,1
	High (32,245 < X ≤ 41,355)	32	27,4
	Very high (41,355 < X)	8	6,8
Jumlah		**117**	**100**
Mean = 27,69		Minimum = 13	
Std. Dev = 9,11		Maximum = 49	
Purpose in life	Very low (X ≤ 13,275)	3	2,6
	Low (13,275 < X ≤ 23,265)	39	33,3
	Moderate (23,265 < X ≤ 33,255)	33	28,2
	High (33,255 < X ≤ 43,245)	35	29,9
	Very high (43,245 < X)	7	6
Jumlah		**117**	**100**
Mean = 28,26		Minimum = 13	
Std. Dev = 9,99		Maximum = 49	
Self-acceptance	Very low (X ≤ 13,73)	1	0,9
	Low (13,73 < X ≤ 21,89)	42	35,9
	Moderate (21,89 < X ≤ 30,05)	42	35,9
	High (30,05 < X ≤ 38,21)	23	19,7
	Very high (38,21 < X)	9	7,7
Jumlah		**117**	**100**
Mean = 25,97		Minimum = 8	
Std. Dev = 8,16		Maximum = 49	

The assumption test results are as follows:

Table 3

Normality Test Results

	KS-Z	Sig. (2-tailed)	Information
Helicopter parenting	0,109	0,116	Normal
Psychological well-being (Autonomy)	0,133	0,029	Not normal
Psychological well-being (Environmental mastery)	0,131	0,032	Not normal
Psychological well-being (Personal growth)	0,148	0,011	Not normal
Psychological well-being (Positive relationship with others)	0,163	0,003	Not normal
Psychological well-being (Purpose in life)	0,122	0,055	Normal
Psychological well-being (Self-acceptance)	0,128	0,038	Not normal

Based on the results of the normality test which was carried out using the Kolmogorov-Smirnov technique, the results showed a KS-Z value = 0.109 with a significance of 0.116 (p>0.05) on the helicopter parenting variable and a KS-Z value = 0.133 with a significance of 0.029 (p<0.05). .05) on the autonomy dimension. In the environmental mastery dimension, the results show a KS-Z value = 0.131 with a significance of 0.032 (p<0.05). The KS-Z value = 0.147 with a significance of 0.011 (p<0.05) in the personal growth dimension, and KS-Z = 0.163 with a significance of 0.003 (p<0.05) in the dimension of positive relationships with others. The purpose in life dimension has a KS-Z value = 0.122 with a significance of 0.055 (p>0.05) in the purpose in life dimension and a KS-Z value = 0.128 with a significance of 0.038 (p<0.05) in the self-acceptance dimension. So, it can be concluded that the data is normally distributed on the helicopter parenting and psychological well-being variables, the purpose in life dimension. Meanwhile, the data is not normal on the psychological well-being variable, the dimensions of autonomy, environmental mastery, personal growth, positive relations with others, and self-acceptance.

Furthermore, the results of the linearity test are as follows:

Table 4
Linearity Test Results

	Linearity		**Information**
	F	**Sig.**	
*Helicopter parenting*psychological well-being (autonomy)*	35,391	0,000	Linear
*Helicopter parenting*psychological well-being (environmental mastery)*	62,493	0,000	Linear
*Helicopter parenting*psychological well-being (personal growth)*	40,000	0,000	Linear
*Helicopter parenting*psychological well-being (positive relationship with others)*	22,498	0,000	Linear
*Helicopter parenting*psychological well-being (purpose in life)*	37,658	0,000	Linear
*Helicopter parenting*psychological well-being (self-acceptence)*	25,198	0,000	Linear

The results of the linearity test show that the F value is different = 35.391 with a significance of 0.000 (p<0.05) for helicopter parenting and psychological well-being in the autonomy dimension. The F value is different = 62.493 with a significance of 0.000 (p<0.05) for helicopter parenting and psychological well-being dimensions of environmental mastery and the F value is different = 40 with a significance of 0.000 (p<0.05) for helicopter parenting and psychological well-being. being a dimension of personal growth. In helicopter parenting and psychological well-being dimensions of positive relations with others, the results of the linearity test show that the F value is different = 22.498 with a significance of 0.000 (p<0.05) and in helicopter parenting and psychological well-being dimensions purpose in life has a different F value = 37.658 with a significance of 0.000 (p<0.05) which means the data for both variables are linear. As for helicopter parenting and psychological well-being dimensions of self-acceptance, the results of the linearity test show that the F value is different = 25.198 with a significance of 0.000 (p<0.05). So, it can be concluded that the helicopter parenting variable data and all dimensions of psychological well-being are linear.

Next, the results of the hypothesis test use the Spearman rank correlation technique with the following results:

Table 5
Hypothesis Test Results

	Correlation coefficient	**Sig. (2-tailed)**	**N**
*Helicopter parenting*psychological well-being (autonomy)*	-0,458	0,000	117

*Helicopter parenting*psychological well-being (environmental mastery)*	-0,531	0,000	117
*Helicopter parenting*psychological well-being (personal growth)*	-0,456	0,000	117
*Helicopter parenting*psychological well-being (positive relationship with others)*	-0,405	0,000	117
*Helicopter parenting*psychological well-being (purpose in life)*	-0,445	0,000	117
*Helicopter parenting*psychological well-being (self-acceptence)*	-0,427	0,000	117

Based on the results of the hypothesis test which was carried out using the Spearman rank correlation statistical test, the r-value was -0.458 with a significance of 0.000 ($p<0.05$), which means there is a moderate negative relationship between helicopter parenting and the autonomy dimension. The r-value is -0.531 with a significance of 0.000 ($p<0.05$) in the helicopter parenting and environmental mastery dimensions. In helicopter parenting and the personal growth dimension, the r-value was -0.456 with a significance of 0.000 ($p<0.05$) and in helicopter parenting and the positive relations with others dimension, the r-value was -0.405 with a significance of 0.000 ($p< 0.05$). In the helicopter parenting and purpose in life dimensions, the results obtained were a r-value of -0.445 with a significance of 0.000 ($p<0.05$) and a r-value of -0.427 with a significance of 0.000 ($p<0.05$) in the helicopter parenting and self-acceptance dimensions. So it can be concluded that there is a significant negative correlation/relationship between helicopter parenting and all dimensions of psychological well-being.

Discussion

The research results show that there is a significant negative relationship between helicopter parenting and all dimensions of psychological well-being. The higher the implementation of helicopter parenting among Chinese Indonesian students, the lower the psychological well-being of the Chinese Indonesian students. The first dimension, namely helicopter parenting, is negatively correlated with the autonomy dimension. The stronger the helicopter parenting applied by parents, the lower the autonomy of Chinese Indonesian students. This is in line with research conducted by Schiffrin et al. (2014) which states that individuals who are raised with helicopter parenting have less independence, more specifically regarding the ability to make responsible decisions and behave independently according to their wishes.

Chinese Indonesian students who are raised with helicopter parenting will rely on other people's judgment in making important decisions, and are very easily influenced by social pressure to think and behave in certain ways. This is because parents intervene in various aspects of their children's lives, and parents are the ones

who solve children's problems, so that children are less able to develop their ability to make decisions and are influenced by social pressure in their behavior. This is also supported by Bradley-Geist and Olson-Buchanan (2014) who state that children who have experienced excessive parental involvement or control in helicopter parenting have problems in differentiation, all of which will cause emotional, cognitive and behavioral difficulties. in the future. Apart from that, the existence of helicopter parenting also makes parents always prepare their children's needs, thus making children less independent. This is in line with the results of research by Okray (2016) which states that excessive involvement or control from helicopter parenting may limit children's need for autonomy, while reduced autonomy can cause emotional problems in students (Inguglia et al., 2015).

The research results also show that there is a negative correlation between helicopter parenting and environmental mastery. This means that the stronger the helicopter parenting applied by parents, the lower the individual's mastery of the environment. Chinese Indonesian students who are raised with helicopter parenting will have difficulty managing their daily situations. They also cannot change or improve the quality of their environment and cannot manage opportunities from the surrounding environment which of course will have a negative impact. Kan, Sugoto, and Elisabeth (2021) stated that if individuals are not able to choose their own environment, it will make individuals less confident in facing difficult situations. Children become less confident in their ability to manage their daily life situations and what happens around them will lead to a decrease in mastery of the environment which leads to a decrease in psychological well-being. Schiffrin et al. (2019) stated that parenting style has an impact on self-regulation skills which then influence children's adjustment into adolescence and even into adulthood. If Chinese Indonesian parents continue to apply helicopter parenting until their children enter adulthood, their children will find it difficult to adjust to a new environment. Likewise when children enter college and become students later. It is not surprising to find Chinese Indonesian students who do not understand how to organize their daily lives, are still confused about adjusting the environment to suit their needs, and so on because their parents always set schedules for them, when to study, when to eat. , and others on an ongoing basis which makes Chinese Indonesian students unable to regulate themselves in their daily lives and causes a decline in environmental mastery.

Helicopter parenting also has a negative correlation with personal growth. Chinese Indonesian students who grow up with helicopter parenting are less able to recognize the potential or growth that exists within themselves. This is in line with Badria and Fitriana (2018) who state that children's potential growth is influenced by

parenting styles. Meanwhile, Munastiwi (2018) stated that the growth of children's potential, especially in terms of intelligence, is greatly influenced by the role of parents. Chinese Indonesian parents who apply helicopter parenting also interfere in choosing the activities their children participate in, so that children tend to take part in all activities and cannot know what their strengths and weaknesses are, what potential they really have. If this parenting pattern continues until the child becomes an adult, then he will be confused when asked what potential he has. Apart from that, Chinese Indonesian students with helicopter parenting will not be able to develop good attitudes and behavior, and may even experience psychological disorders. Excessive parental involvement, interference, or control can directly increase psychological pressure on children. They become worried about not being able to meet their parents' expectations, which leads to emotional problems such as depression (Lee & Kang, 2018).

Helicopter parenting is also negatively correlated with an individual's ability to establish positive relationships with others. When Chinese Indonesian students are raised with helicopter parenting, parents tend to dominate and intervene in the child's relationships with the people around him. This makes Chinese Indonesian students feel isolated and frustrated in establishing relationships with other people, not wanting to make compromises that can maintain their relationships with other people. This is in line with Ryan and Deci (in Yilmaz, 2020) who state that the needs of individuals who are raised with helicopter parenting to build relationships with other people are not met. In line with Suganda and Hartati (2023) also stated that individuals with helicopter parenting will have difficulty establishing relationships with other people because most feel that their communication needs with their parents have been fulfilled. Helicopter parenting can increase the risk of children having difficulty controlling their emotions. This is what then makes it difficult for children to socialize and build relationships with their friends (Londo & Sumendap, 2022).

In line with research by Arwing, et al. (2021) which states that individuals with helicopter parenting find it difficult to determine their own life goals, this research also shows a negative correlation between helicopter parenting and purpose in life. This means that the stronger parents apply helicopter parenting to their children, the more difficult it will be for children to determine life goals and may lose direction and meaning in life, their goals will also be less clear. Arwing, et al. (2021) also stated in the results of their research that individuals with helicopter parenting do not have an idea regarding their future career. This is because the majority of decisions in children's lives are used to being determined by their parents so that children feel the

need to always be directed by their parents and this leads to confusion in determining their own future plans.

Helicopter parenting also has a negative correlation with self-acceptance. The stronger the helicopter parenting applied by parents, the lower the individual's self-acceptance. Chinese Indonesian students who are raised with helicopter parenting will be less able to accept themselves. They will tend to view themselves negatively and are also less able to recognize their weaknesses, strengths and potential. This is in line with Dewi (2022) who states that excessive involvement from parents who apply helicopter parenting makes children unsure of their potential which can also lead to a decrease in children's self-confidence.

According to the results of descriptive analysis on the helicopter parenting variable, the majority of Chinese Indonesian students are in the medium and high categories with percentages of 32.5% and 31.6% respectively. This means that the students think that there are still many Chinese Indonesian parents who apply helicopter parenting to their children. In Chinese Indonesian culture, many values are based on the teachings of Confucius. Chinese culture also emphasizes moral ethics and character. In the history of ancient Chinese society, the traditions and values that govern daily life have been passed down from generation to generation. In general, this tradition emphasizes the context of Hauw or devotion, whether it is devotion to ancestors/parents, or even devotion to society and the country (Sulistyo, 2016). Therefore, Chinese Indonesian students always obey what their parents want so this also increases parental control over their children. This increases parental intervention and ends in a tendency to adopt helicopter parenting. Apart from that, Chinese Indonesian culture also closely instills ethical teachings using the book Di Zi Gui. In the book Di Zi Gui (2012), Confucius's teachings also stated that a family will be successful if the virtues taught by both parents are carried out by their children, not just theoretically, in this way family upbringing becomes focused. All families want a successful family, including Chinese Indonesian families. Therefore, the existence of this value makes Chinese Indonesian parents have a big responsibility to educate their children's morals, so that the family intervenes in various aspects of their children's lives which makes Chinese Indonesian parents adopt helicopter parenting.

The results of descriptive analysis on the psychological well-being variable are seen from the autonomy dimension, the majority of Chinese Indonesian students are in the low category with a percentage of 37.6%. This shows that Chinese Indonesian students lack good independence so they are less able to make their own decisions. Judging from the environmental mastery dimension, 35% of Chinese Indonesian students are in the low category, where Chinese Indonesian students are less able to

master the surrounding environment so they cannot change the environment according to what is needed. The percentages respectively were 37.6% and 36.8% in the high and low categories in the personal growth dimension. This shows that some Chinese Indonesian students can still grow well and recognize the potential within themselves so they can grow well, while others in the low category show that there are still quite a lot who cannot recognize their potential well so they cannot develop well individually. In the dimension of positive relations with others, the majority of Chinese Indonesian students are in the low category with a percentage of 34.2%. This shows that Chinese Indonesian students have not been able to establish good relationships with the people around them. As for the purpose in life dimension, the majority of Chinese Indonesian students are in the low category at 33.3%. This can be interpreted as that Chinese Indonesian students still feel confused and do not know their life goals and future vision. Meanwhile, in the self-acceptance dimension, the majority are in the low and medium categories with the same percentage, namely 35.9%. This shows that Chinese Indonesian students have not been able to optimally view themselves positively, and still view what happens in themselves or their lives negatively.

This research is not free from limitations. The limitation of this research is that the majority of respondents/research participants are active Chinese Indonesian undergraduate students from higher education institutions in Central Java, causing the data to be less representative of all Chinese Indonesian students in Indonesia. Apart from that, this research has not specifically studied Chinese Indonesian sub-tribes even though each tribe has its own characteristics.

Conclusion

From this research, it can be concluded that there is a significant negative relationship between helicopter parenting and all dimensions of psychological well-being in Chinese Indonesian Indonesian students. The higher the helicopter parenting pattern applied by parents, the lower the psychological well-being that Chinese Indonesian students have, both in terms of autonomy, environmental mastery, personal growth, positive relationships with others, purpose in life, and self-acceptance. Vice versa, the lower the helicopter parenting pattern applied by parents, the higher the dimensions of psychological well-being possessed by Chinese Indonesian students. Most Chinese Indonesian students assess their parents' parenting style towards helicopter parenting in the high category and the majority's psychological well-being is in the very low category.

The first suggestion from this research is for Chinese Indonesian students to improve good communication with parents with the aim that parents' parenting style no longer tends to refer to helicopter parenting, so that in the end students can have freedom in their lives. Apart from that, Chinese Indonesian students can also do various things such as developing independence, and exploring their surroundings more so they can adapt well to their environment. Chinese Indonesian students can also develop their talents, and hobbies, and do other positive things they like to develop personal growth. They can also develop positive relationships with other people such as lecturers, seniors, and so on to improve their psychological well-being. Chinese Indonesian students must also develop thoughts about their life goals, and learn to understand and accept what they have to improve their psychological well-being. Apart from that, parents can give children the freedom to determine and decide for themselves how to solve problems in their lives, so that children can have independence and good growth. In solving problems, parents should be able to give suggestions, but it is still the child himself who decides how to solve the problem, so that later the child can develop his abilities to solve problems, and in the end, the child will have better psychological well-being.

Regarding research limitations, further researchers are advised to pay attention to other factors that might influence psychological well-being. Apart from that, future researchers are expected to be able to increase the number of samples so that the scope of the research becomes wider, and the research becomes more varied and better.

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