Influence of Parenting Patterns and Self-Efficacy on the Leadership of Cadet Regiment at Merchant Marine Polytechnic of West Sumatera

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ARTICLE INFO	**ABSTRACT**
 	This research was conducted due to the problem of cadets' leadership, which is still not perfect. The cadets' leadership is assumed to be influenced by parenting patterns from the institution and their self-efficacy. This research aims to describe the influence of parenting patterns and self-efficacy on the leadership of the cadet regiment. This quantitative research applied ex post facto methods. The population was the cadets of Batch VII and VIII at Merchant Marine Polytechnic of West Sumatera. Accordingly, the research sample used a probability sampling technique with proportionate stratified random sampling by using the Slovin formula. The total sample of this research was 191 cadets, while the instrumentation was a questionnaire about parenting patterns, self-efficacy, and leadership. The data collection technique involved giving a questionnaire directly to the sample. The data analysis technique used multiple linear regression analysis by using the SPSS application. The results showed that Hypotheses 1, 2, and 3 were accepted, which means parenting patterns and self-efficacy influenced the leadership of the cadet regiment, and there is an influence of self-efficacy and parenting patterns simultaneously on the leadership of the cadet regiment. The relevant practical implication of this research focused on both internal stakeholders, namely the lecturers or officers and the cadets of Merchant Marine Polytechnic of West Sumatera. Therefore, it is recommended that the director and management pay attention to the parenting patterns and the cadets pay attention to their self-efficacy in order to develop better leadership of the cadet regiment.

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INTRODUCTION

Leadership is an attitude and behavior that influences a person or organization to achieve desired goals and objectives, as well as mobilizing other people in an organization to achieve common goals (Samsudin et al., 2021). Thus, leadership can be defined as the influence on a person to motivate others in order to realize a common vision. The term leadership can be coercive or non-coercive, depending on the style and culture of an organization.

Cadet is the term for students/college students at a seafarer's school or polytechnic. The form of cadet organization at the Merchant Marine Polytechnic of West Sumatera is a cadet regiment led by a regiment commander. The regiment commander can be a male or a female cadet. *Komandan Resimen Taruna dan Siswa*, abbreviated as DANMENTARSIS, which is also known as Cadets' Regiment Commander, is responsible for the implementation of daily cadet activities, cadet rules, and regulations, as well as other official orders issued by the management of Merchant Marine Polytechnic of West Sumatera.

The leadership of the cadet regiment is very important, considering that the task of DANMENTARSIS is to bridge the interests of the cadets with orders from the management of Merchant Marine Polytechnic of West Sumatera. Gunawan & Widodo (2023) explained that leadership in student organizations would make students have strong self-confidence, train them to do justice, form a trustworthy attitude, provide ethical guidance to fellow students, and prioritize moral behavior both towards fellow students and their superiors or leaders within an institution.

Unfortunately, the cadets' spirit of leadership is still not perfect and well-formed yet. Based on researchers' observations of the Merchant Marine Polytechnic of West Sumatera cadets during 2023, there are still many cadets who are not able to carry out their duties and responsibilities well. The lack of ability to adapt to the environment, both with the leaders and with the educators and educational staff of Merchant Marine Polytechnic of West Sumatera, has an impact on a lack of personal skills within the organization. This condition has had a negative impact on the cadets' leadership spirit. As a result, the management of Merchant Marine Polytechnic of West Sumatera often changes the commander of the cadet and student regiment (Danmentarsis). Consequently, at the end of 2023, the management of Merchant Marine Polytechnic of West Sumatera issued a Decree for the replacement of DANMENTARSIS and the new cadet regiment staff.

The replacement of DANMENTARSIS and the new cadet regiment staff is based on cadet self-assessment data in three domains, namely attitude, knowledge, and competency assessment. The realm of attitude assessment is cadet behavior in carrying out daily duties and responsibilities, both with fellow cadets and with educators and educational staff. The domain of knowledge assessment is cadets' theoretical knowledge about daily cadet responsibilities and duties, including knowledge of learning activities in the classroom. The realm of competency

assessment is the proficiency and practical skills of cadets in carrying out daily duties, functions, and responsibilities as a cadet.

The phenomenon of weak leadership among cadets at West Sumatera Merchant Marine Polytechnic is evident in their daily activities. Based on the researchers' observations, most cadets lack the initiative to lead themselves and their peers. For example, many cadets feel shy about coming to the front of the class to participate in learning activities. Additionally, many cadets are unable to guide their friends in carrying out daily activities outside the classroom. This evidence demonstrates the cadets' lack of self-leadership. Furthermore, it is believed that parenting patterns have an impact on the cadets' leadership skills, as they tend to obey and follow any rules implemented on campus. If the director and all stakeholders apply effective and appropriate parenting practices, the cadets' leadership abilities will be well-developed. Therefore, this research on parenting is relevant to the student's subject. Rehm et al. (2021) stated that the development of leadership qualities in the younger generation is currently a major focus, as future leaders are shaped by the leadership qualities of teenagers. Therefore, they must be nurtured and trained from an early age.

The leadership spirit of a cadet regiment can be well developed by paying attention to several factors. In general, the factors that influence leadership in cadets come from within and outside each individual. Internal factors that influence a cadet's leadership include self-perception and characteristics (Putriastuti & Stasi, 2019), independent attitude and self-leadership (Qodriah et al., 2019), self-commitment in membership (Rosa & Ancok, 2020), intrinsic motivation (Utami & Zakiy, 2020), mental and psychological factors (Kismono & Pranabella, 2021) and self-efficacy (Tanjung Sari, 2019). Meanwhile, external factors that influence a cadet's leadership include the competence and performance of educators and educational staff (Kusumawati, 2023), leadership of institutional leaders (Adriantoni et al., 2023), organizational behavior and organizational culture (Amir, 2019), work involvement and stakeholder cooperation (Saripudin & Rosari, 2019), character education (Hafidh et al., 2019), leadership styles and models (Putri et al., 2020), and training models or parenting patterns (Sulastri, 2021).

Furthermore, several previous studies have discussed self-efficacy, parenting patterns, and leadership. Edwards et al. (2018) studied the relationship between self-efficacy and leadership style and its implications for a person's development. Then, Susanti and Ardi (2022) proved that a person's innovative behavior is influenced by transformational leadership, self-efficacy, and organizational support. Furthermore, research by Li et al. (2024) explains that adolescent leadership is influenced by social and emotional competence as well as teacher self-efficacy and student-centered learning practices. After that, research by Engin (2020) explained that student academic achievement and motivation were influenced by parental attitudes, teacher motivation, teacher self-efficacy, and leadership (Yundianto et al., 2023). Then, Llorca et al. (2017) stated that parenting

patterns, relationships with peers, self-efficacy, and student academic achievement mutually influence each other.

From the description above, it can be stated that self-efficacy, parenting patterns, and leadership factors influence each other. Previous research has covered topics similar to this one in the area of self-efficacy and leadership style. However, there is still no research on parenting patterns and their impact on leadership. This means that additional research is necessary. Thus, this research discusses the influence of self-efficacy and parenting patterns on cadet regiment leadership (Aisyah et al., 2022). This research is important to carry out because there has been no previous research that explains these variables yet. Additionally, researchers want to prove whether self-efficacy factors and parenting patterns influence leadership so that they can be used as a guide to improve leadership in each cadet, especially for cadet regiments in the future.

From the initial observation data, which states that the majority of cadets' attitudes are in the sufficient category and the cadets' knowledge and competence are in the deficient category, researchers suspect that this is caused by self-efficacy factors and parenting patterns. According to research from Prabowo and Yumna (2023), self-efficacy has been proven to influence a person's personal performance and leadership. Furthermore, research from Warsah et al. (2023) stated that there is a relationship between parenting styles and students' personality, academic achievement, and leadership.

Based on this explanation, this research aims to describe the influence of self-efficacy on the leadership of the cadet regiment, describe the influence of parenting patterns on the leadership of the cadet regiment, and describe the influence of self-efficacy and parenting patterns simultaneously on the leadership of the cadet regiment.

METHODS

This quantitative research applied ex post facto methods. The research was conducted at Merchant Marine Polytechnic of West Sumatra from June to December 2023. The population of this research included cadets from Batch VII and VIII at Merchant Marine Polytechnic of West Sumatra. The research sample used a probability sampling technique with proportionate stratified random sampling. In determining the sample size, the researcher chose an error rate of 5% because it is impossible for the results of any study to be 100% perfect. Therefore, the sample calculation results were as follows:

$$n = \frac{365}{365.\,(0{,}05^2) + 1}$$
$$n = \frac{365}{1.9125}$$
$$n = 190.84$$
$$n = 191 \text{ (rounding)}$$

Thus, the population taken as a sample was 191 people. The calculation for sampling from each batch of cadets using the proportionate stratified random sampling technique can be seen in Table 1. From Table 1, it can be concluded that the total sample of this research was 191 cadets, which consisted of 106 cadets from Batch VII and 85 cadets from Batch VIII.

Table 1. Calculation of Research Sample

No.	Batch	Total Cadets	Calculation	Sample Size
1	VII	203	203/365 x 191 = 106.22	106
2	VIII	162	162/365 x 191 = 84.77	85
		Total		**191**

The instrumentation of this study is a questionnaire on parenting patterns, self-efficacy, and leadership. The researchers created questionnaire items for parenting patterns based on the theory by Lari (2023), self-efficacy items by Yang et al. (2023), and leadership items by Hundie & Habtewold (2024) and Soto-Morettini (2023). The research questionnaire grid can be found in Table 2. The research questionnaire was administered to 40 cadets of Batch V. The data collection technique involved directly providing the questionnaires to the research participants. The data analysis technique employed multiple linear analyses using the SPSS application.

Table 2. Research Questionnaire Grid

No.	Variable	Indicator	Statement	Code
1	Parenting Pattern, *source: (Lari, 2023)*	Authoritative	Ask about the cadets' condition and situation every day	P1
		Authoritarian	Intimidate to punish the cadets if they do wrong	P9
		Permissive	Remind the cadets before they make mistakes or do something wrong	P13
2	Self-Efficacy, *source: (Yang et al., 2023)*	Implementer	Regiment Commander able to evaluate cadets' performance in daily activities	SE1
		Designer	Regiment Commander able to guide each battalion commander based on their responsibilities	SE11
		Disseminator	Regiment Commander able to explain the principles of each activity to cadets	SE19
3	Leadership, *sources: (Hundie & Habtewold, 2024); (Soto-Morettini, 2023)*	Transformational	The Regiment Commander has a good influence on other cadets	L1
		Transactional	The Regiment Commander persuades by rewards and punishments	L5
		Laissez-Faire	The Regiment Commander does not like to take risks	L9

No.	Variable	Indicator	Statement	Code
		Paternalistic	Regiment Commander considers the cadets as immature humans	L13
		Autocratic	The Regiment Commander does not allow input from the cadets	L17
		Bureaucratic	The Regiment Commander describes clear task specialization and division for the cadets	L21
		Charismatic	The Regiment Commander has high self-confidence	L25
		Authentic	The Regiment Commander has a sincere attitude and is self-aware	L29

RESULTS AND DISCUSSION

Result

Before it was administered to the sample, the validity and reliability of the questionnaire were tested on 40 cadets outside of the sample. In the validity test, valid questionnaire items were determined by comparing the r-count with the r-table. The number of trial samples for the research questionnaire was 40 people, so the r-table was 0.312 (df = 38, α = 0.05). If the r-count is greater than the r-table, then the questionnaire statement item is considered valid. In the reliability test, reliable questionnaire items were determined by comparing Cronbach's Alpha value with 0.6. If the Cronbach's Alpha value is greater than 0.6, then the questionnaire statement item is considered reliable. The results of the validity and reliability of the questionnaire for each research variable can be found in Table 3.

Table 3. Validity Test Result

No.	Variable	Total Item	Valid Item	*Cronbach's Alpha*	Inference
1	Parenting (X1)	15	15	0.983	Reliable
2	Self-Efficacy (X2)	28	25	0.966	Reliable
3	Leadership (Y)	32	30	0.989	Reliable

Source: Research Data (2024)

Before conducting multiple linear regression analysis, a normality test, multicollinearity test, and heteroscedasticity test were performed as prerequisite tests. The normality test results of the data for the three research variables can be seen from the histogram graph and PP plot below. Figure 1 shows that the histogram forms a curve resembling a bell, indicating that all research variables' data is normally distributed. Additionally, the points in the PP Plot figure follow the diagonal line, confirming that the data for the three research variables are normally distributed.
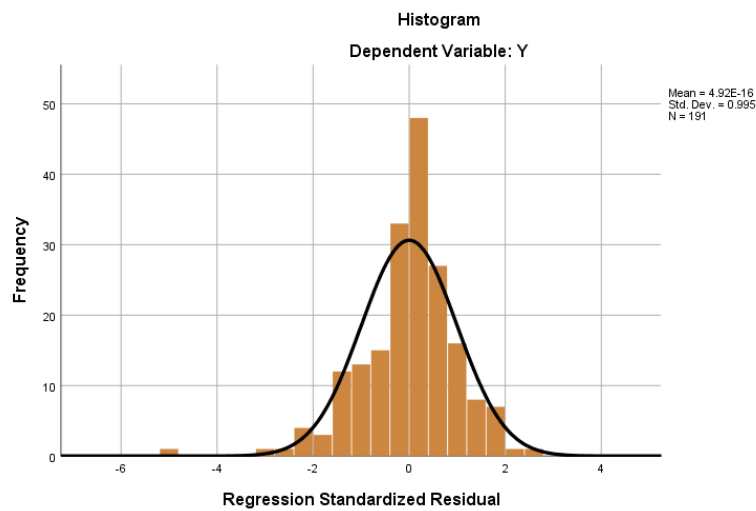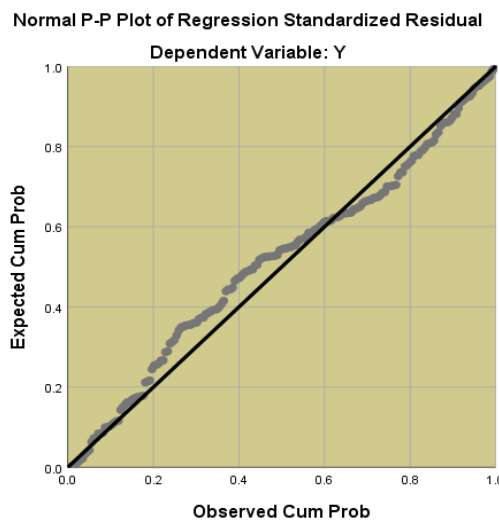
Figure 1. Histogram Data

Figure 2. PP Plot Data

The second requirement for multiple linear regression analysis is that multicollinearity does not occur in the data. The multicollinearity test can be seen from the VIF value and tolerance value in the data results. The VIF value should be smaller than 10, and the tolerance value should be greater than 0.1. The results of the multicollinearity test can be seen in Table 4.

Table 4. Multicollinearity Test Results

No.	Independent Variable	VIF	Tolerance	Inference
1	Parenting (X1)	2.083	0.480	No multicollinearity
2	Self-Efficacy (X2)	2.083	0.480	No multicollinearity

Source: Research Data (2024)

The next prerequisite test is the heteroscedasticity test. Multiple linear regression analysis can be carried out if heteroscedasticity does not occur in the data. Figure 3 demonstrates that heteroscedasticity does not occur because the points are

randomly spread without forming specific patterns. Thus, it can be concluded that the research data meets the requirements for a multiple linear regression test.
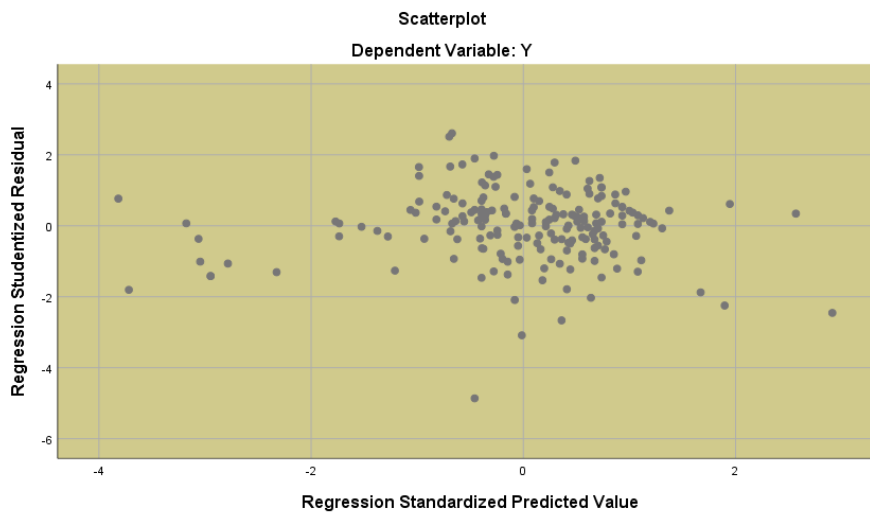

Figure 3. Heteroscedasticity Test Results

A t-test was carried out to examine the results of Hypothesis 1 (H1) and Hypothesis 2 (H2). Hypothesis 1 determines whether parenting influences the leadership of cadet regiments, while Hypothesis 2 determines whether self-efficacy influences the leadership of cadet regiments. Hypothesis testing is conducted in two ways: comparing the significance level of the t-test result with a significance level of 0.05 and comparing the calculated t-value with the t-table. The t-table value for a sample size of more than 99 individuals is 1.984. Hypothesis 1 and Hypothesis 2 will be accepted if the calculated significance value is less than 0.05 and if the t-value is greater than the t-table value. The t-test results can be found in Table 5.

Table 5. T-Test Result

No.	Independent Variable	Significance	t-value	t-table	Interfere
1	Parenting (X1)	0.000	4.566	1.984	Hypothesis 1 is accepted
2	Self-Efficacy (X2)	0.000	11.526	1.984	Hypothesis 2 is accepted

Source: Research Data (2024)

Then, to see the results of Hypothesis 3, the F-test was carried out. Hypothesis 3 was accepted if the significance of the multiple linear regression analysis was smaller than 0.05 and if the calculated F-value was greater than the F-table. The F-table value for a sample size of more than 120 people is 3.00. The results of the F-test can be seen in Table 6.

Table 6. F Test Result

Significance	F-value	F-table	Interfere
0.000	239.109	3.00	Hypothesis 3 is accepted

Source: Research Data (2024)

The multiple linear regression equation derived from the research results is as follows:

$$Y = a + b_1X_1 + b_2X_2$$
$$Y = -3.222 + 0.645\ X_1 + 0.865\ X_2$$

Discussion

Based on the results of the research data above, several conclusions can be drawn. First, from the results of hypothesis 1, it can be stated that parenting patterns influence the leadership of cadet regiments. Hidayati et al. (2023) assume that after parents, lecturers are educators and caretakers for the students. The nurturing role and communication methods of educators in the campus environment will shape the good personalities and characters of students, especially their leadership qualities. This is also supported by Uaikhanova et al. (2022), who revealed that leadership development by providing knowledge and skills to become a leader in an organization is a school program, especially at universities. This is because college is the last level of education that can train their leadership attitudes before entering the work world. The parenting style in higher education also greatly determines the student's leadership style (Borualogo, 2021). Therefore, it is necessary to apply an effective parenting style to cadets. In general, all types of parenting styles are applied at Merchant Marine Polytechnic of West Sumatera. However, the most widely used parenting style is the authoritative style, which gives authority to the cadet regiment commander to lead the cadets well and carry out their responsibilities according to the directions given. Anggraini and Ridha (2017) agree with this by stating that an authoritative parenting style can improve student learning achievement while developing a good personality and effective leadership attitudes.

Second, the result of hypothesis 2 proves that self-efficacy influences the leadership of the cadet regiment. Mufidah et al. (2023) explained that self-efficacy makes students able to assess their own abilities and display good self-leadership attitudes in educational and academic situations. Self-efficacy also plays a role in forming leadership towards oneself and also to other people or the external environment (Zeeshan et al., 2021). Each cadet can utilize his/her self-efficacy, learning behavior, and daily attitudes to promote themselves as leaders among all cadets and improve academic achievement (Rodrigues & Rebelo, 2023). Cadet self-efficacy will also increase self-capacity, leadership attitudes, and self-development to become more mature for good organizational growth (Bratkovič Kregar et al., 2019). Thus, it can be concluded that effective leadership of cadet regiment is highly dependent on high self-efficacy.

Third, based on the results of hypothesis 3, it can be concluded that parenting patterns and self-efficacy have a positive and significant influence on the leadership of the cadet regiment. Chairina and Primana (2022) explain that effective parenting patterns in college and high student self-efficacy will lead to good academic achievement, as measured by attitudes, knowledge, and skills. One of the attitudes measured in students is leadership attitudes. Pasyola et al. (2021) added that self-efficacy and parenting patterns are two factors that cannot be separated when it comes to shaping the psychology, attitudes, and intellectual

behavior of students, including leadership attitudes. Patterns of environmental formation and self-efficacy play a role in shaping and developing a person's leadership behavior in serving as member of an organization (Mughal et al., 2022). Furthermore, Liu et al. (2023) demonstrated that a person's leadership within a group, as well as their integral role within the organizational structure, is greatly influenced by self-efficacy and interactions with the environment. This is because the environment will shape and guide self-efficacy in carrying out leadership.

The term leadership can refer to different concepts, namely leadership in individuals, in groups, and in organizations. Leadership can also be interpreted as a behavioral process in carrying out the responsibilities and practices of a leader in leading their members (Moore et al., 2023). Johnson et al. (2023) also argue that leadership is an important element that must exist in each individual, at least for their own benefit. However, an effective leadership attitude will form a person who can easily adapt to the social environment and carry out social duties well.

The role of a leader determines the future of the organization they lead. Furthermore, leaders play a significant role in the sustainability of a group in the state system. For this reason, Uaikhanova et al. (2022) state that students' leadership skills must be trained and formed from an early age or while they are still in the educational program. During that time, each individual can train mentally and physically and learn how to organize and be responsible for activities. Kemethofer et al. (2022) add that student leadership at school has a significant influence on school success because students are the main subjects in learning activities and are the main actors in achieving academic and non-academic achievements for personal and school interests.

The Cadet Regiment Leadership is a self-development program for cadets aimed at improving their leadership skills and fostering a sense of leadership among themselves and their peers within the organization of the Merchant Marine Polytechnic of West Sumatera. Ueda and Kezar (2024) explain that the student leadership program is intentionally designed to provide each student with the opportunity to become an organizational leader, thus enhancing their experience, knowledge, abilities, and skills as future leaders. This aligns with the Ministry of Transportation's motto for cadets, which emphasizes their role as agents of change for the transportation sector's golden generation.

A leader has a leadership style that fits the situation faced and personal characteristics (Botha & Steyn, 2023). Six leadership styles can be emulated by cadet regiment commanders and all cadets at Merchant Marine Polytechnic of West Sumatera. They are transactional style, autocratic style, paternalistic style, charismatic style, bureaucratic style, and transformational style (Soto-Morettini, 2023). The transactional leadership style refers to correction or punishment, as well as reinforcement or praise and rewards. The autocratic leadership style is characterized by clear command and one direction/vision so that all members

only carry out activities according to the leader's command. The paternalistic leadership style reflects the fatherly attitude of a leader who believes that members must be guided carefully and continuously so that the work carried out is in line with expectations. The charismatic leadership style emphasizes the charm of a leader as an individual with strong characteristics and personality.

The bureaucratic leadership style is an implementation of leadership that strictly adheres to applicable rules and is rigid in nature. Leaders with this style are committed to discipline and carrying out their leadership duties. The transformational leadership style emphasizes the development of members' abilities and competencies, making it easier to achieve common goals. Leadership also has a relationship with parenting patterns. Fernández Espinosa and López González (2023) have proven that students' leadership is influenced by teachers' teaching style and parenting style in creating purposeful learning for students.

Parenting patterns are defined not only as practices within a home by parents or family members but also practices for children or students outside the home, such as in educational institutions. Klein-Cox et al. (2024) explained that a parenting pattern carried out collaboratively by adults, namely parents and educators, both at home and at school, is called a shared parenting pattern. A shared parenting pattern has a positive impact on children's development, whether as a child or as a student. Bornstein et al. (2022) added that parenting patterns include the scope of who, what, where, how, when, and why specific actions need to be taken. Student parenting programs require resources and support from various parties, including the students themselves and other individuals or the environment.

Parenting for children, pupils, and college students is a coordination of personal responsibilities, public functions, and social roles (Aarsand & Jarvis, 2023). These parenting patterns will be different from those usually applied by oneself, family, society, and educational institutions. The parenting patterns applied by an educational institution will influence the development of its students. Sun (2023) explains that parenting style is a very significant factor influencing individual development. The parenting styles that are usually applied to someone are authoritative, authoritarian, permissive or neglectful.

According to Sørensen et al. (2024), parenting patterns, also known as parenting styles, are categorized into three categories namely authoritarian, authoritative, and permissive. Authoritarian parenting patterns on campus will limit what students can do and demand student compliance with all the rules given. Parenting with an authoritative pattern will try to shape students according to their respective interests, talents, preferences, and tendencies by encouraging students' choices and providing solutions that are conducive to success. Meanwhile, a permissive parenting style is more tolerant of implementing rules by providing broad freedom and developing students' independent attitudes and preferences according to their wishes.

The parenting styles aimed at Merchant Marine Polytechnic of West Sumatera

cadets are stated in the Daily Regulations of Fixed Rules. Kristensen et al. (2023) explained that parenting competence in students is related to how effective the programs and parenting patterns are provided by educators and educational staff in managing students' behavior and attitudes, thereby encouraging the development of students both physically and spiritually. Koning et al. (2022) added that effective parenting patterns will always be preventive and protective when students are in adolescence and moving into adulthood. These students will be able to withstand negative influences from peers and the environment when they receive positive and effective parenting patterns.

Parenting patterns from adults influence younger individuals' self-efficacy. Fadilah & Madjid (2020) have proven that parenting by parents, teachers, or other adults has an impact on adolescents' personality and self-efficacy. In addition, Rouzi et al. (2020) also prove that teachers' parenting styles establish learning habits in students. Therefore, good habits will affect students' self-efficacy in their daily activities.

Self-efficacy is a student's belief in themselves to plan actions and carry out the activities necessary to achieve their goals. A student's self-efficacy in academic and daily activities can be seen through their spirit of hard work, good personality, high self-motivation, active participation in all academic processes and student activities programs, overcoming difficulties, and achieving better results (Nielsen, 2020). Karimi et al. (2022) added that creative self-efficacy means that students have great confidence in their ability to produce something creative and complete tasks successfully. Creative self-efficacy will create encouragement, motivation, and confidence in students that they have the knowledge and skills to be creative and create something as a result of their education and learning.

Cadets are required to have good self-efficacy so that all tasks given, both in theoretical and practical form, can be completed well. Subhasree et al. (2023) explained that self-efficacy is a person's cognitive ability to form self-confidence to overcome stress. Good self-efficacy will enable a person to survive in any condition, improve mental health, optimize learning, maximize performance, minimize stress levels, and make a good strategy for achieving success. This was also conveyed by Evans et al. (2019), who explained that a cadet's self-efficacy refers to a cadet's beliefs about their ability to carry out daily tasks based on the Daily Regulations of Fixed Rules. Cadet self-efficacy includes cadet attitudes, knowledge, and competence related to tasks that must be carried out and completed at the Merchant Marine Polytechnic of West Sumatra.

Self-efficacy refers to how well a person believes they can do things in order to achieve a goal. Self-efficacy determines how a person feels, thinks, and behaves in positive ways and considers difficult tasks as challenges that must be conquered (van Rooij et al., 2019). Schmitt & Weigelt (2023) describe that self-efficacy shows a person's resilience, well-being, and sustainable performance, which will see every opportunity for self-development and form a reliable

leadership spirit (Suud et al., 2023). In other words, self-efficacy is the basic key to building self-leadership that will be useful for leading others in certain environments.

According to Carroll et al. (2023), Bandura, an expert who first discovered the concept of self-efficacy in 1997, outlined four sources of a person's self-efficacy. The first is mastery experience, which is defined as a person's past experience in carrying out a certain task and succeeding in doing it well. Second, vicarious experiences that come from other people encourage someone to achieve the same success as that other person. Third, verbal persuasion is praise and recognition from other people for a person's abilities that will make a person more confident in achieving goals. Fourth, the emotional state is defined as the feelings and mentality that a person has that encourage him/her to carry out an activity well in order to be successful. Cadets' self-efficacy determines their behavior as well as their leadership. Shofiah et al. (2023) have proven that academic self-efficacy is a mediator for college students' academic motivation and academic achievement. Then, college students' motivation will form their self-efficacy well.

Parenting patterns from an institution and cadets' self-efficacy are the two factors that can influence cadets' leadership in the context of educational institutions. By using an effective parenting pattern given by stakeholders in an institution, cadets' leadership will develop well. Then, through higher self-efficacy, cadets can develop their own psychological aspects and increase their intrinsic motivation in order to build good leadership. Parenting patterns for adolescents are not the same as parenting for children. It needs to be handled carefully by encouraging the cadets to build their own self-efficacy so that their leadership behavior will appear automatically. As mentioned by Mynbayeva et al. (2024), a potential leader knows his/her own power by determining self-efficacy, which is achieved through a good parenting style. Chavan and Bendriss (2022) stated that due to the significant influence of parenting patterns from lecturers on students' leadership from an educational perspective, an institution has developed a leadership curriculum. This curriculum also aims to explore students' self-efficacy in order to build their leadership skills.

From an Islamic perspective, parents and lecturers play an essential role in shaping their children's or students' leadership behavior. In this case, the lecturers guide the students toward better morals and attitudes in order to build their leadership well (Muarifah et al., 2023). Within the Islamic context, people are asked to motivate themselves and build their self-efficacy because it is stated twice in the Qur'an that every difficulty will always be followed by ease. Therefore, self-efficacy will result in leadership behavior for students in the future (Yosef et al., 2023).

CONCLUSIONS

This research discovers that the parenting patterns of educators and educational staff, as well as the cadet's self-efficacy, influence the leadership of the cadet

regiment. Furthermore, parenting patterns and self-efficacy also have a simultaneous significant positive effect on leadership. Based on these conclusions, the authors suggest that the director and management of the Merchant Marine Polytechnic of West Sumatra provide good, effective, and humanist parenting patterns to the cadets in order to motivate them to improve their leadership ability. Furthermore, the authors provide advice to each cadet to develop self-efficacy because high self-efficacy will make them competent leaders. Each cadet must also be able to adhere to written and verbal rules as a form of parenting on campus and manage high self-efficacy so that they are able to become reliable future leaders and contribute to the golden generation for Human Resources of the Ministry of Transportation. Although this research has been carefully conducted, there is still a limitation. The focus of the research is only on the relationship between parenting patterns, self-efficacy, and leadership. Although this topic is essential, more in-depth research could explore additional factors that influence leadership. Based on the research findings, it can be recommended that further researchers develop more complex research themes to provide a more profound and comprehensive understanding of leadership dynamics in educational institutions. Additionally, this research is limited to the data analysis technique as the study aims to examine the relationship among three variables. Future research can be more specific in identifying which types of parenting patterns are related to specific leadership styles or which types of self-efficacy are related to certain leadership styles.

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