

The Relationship Between Parenting Styles and the Emotional Intelligence Levels of Adolescents at SMPN 1 Tagulandang

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ABSTRACT

Emotional intelligence is essential for individuals to achieve success in various areas, including academics, careers, and social life. A person with high emotional intelligence is able to manage their emotions, solve problems, and overcome difficulties in their developmental tasks. Parenting styles play a crucial role in shaping the self-confidence of adolescents. Research Objective: The objective of this study is to determine whether there is a significant relationship between parenting styles and the emotional intelligence levels of adolescents at SMP N 1 Tagulandang. Research Method: This study employed a descriptive correlational method with a cross-sectional approach. The sampling technique used was purposive sampling, involving 90 respondents. The results of the study indicated that the most common parenting style used was the democratic style, accounting for 57 respondents (63.3%). Furthermore, 84 respondents (93.3%) demonstrated high emotional intelligence. Through the Kruskal-Wallis statistical test, a p-value of $0.030 < 0.05$ was obtained, indicating a significant difference in emotional intelligence based on parenting styles, or in other words, there is a significant relationship between parenting style and emotional intelligence. Recommendations: For future research, it is suggested to explore internal factors that influence the emotional intelligence levels of adolescents.

Keywords: Emotional Intelligence, Parenting Styles, Adolescents

INTRODUCTION

Emotional intelligence is essential for human success in academics, careers, and social life. A person with high emotional intelligence is better equipped to manage emotions, solve problems, and overcome difficulties in their developmental tasks. Parenting styles play a crucial role in shaping adolescent self-confidence. According to Budi (2024), in modern psychology, emotional intelligence emphasizes the ability to regulate and control emotions. It is believed that emotional intelligence holds greater significance than intellectual intelligence. Individuals with good emotional intelligence can recognize their own emotions and understand others' feelings, aiming to maintain healthy social relationships. Emotional intelligence

involves the expression of emotions, awareness, and understanding of emotions, as well as the ability to manage and control emotions in both oneself and others.

During adolescence, emotional development becomes more sensitive and reactive to various situations (Yusuf, 2012). Adolescents often struggle to manage their emotions, and those with low emotional intelligence tend to act impulsively without considering consequences, exhibit anger, impatience, despair, and fail to control negative moods. Such negative behaviors can lead to delinquency, including smoking, wandering, fighting, substance abuse, theft, and bullying. On the other hand, adolescents with high emotional intelligence are less likely to face such common challenges (Asyik, 2015).

Research by the World Health Organization (WHO) found that 104 out of 1,000 children aged 4-15 experience emotional or mental issues, with higher numbers observed in adolescents over 15 years. In the U.S., behavioral issues, such as tobacco use, sexual activity, and drug use, have been reported (Stadler, 2011). WHO also reported that 5-25% of children experience emotional developmental disorders, with an estimated population of 23.979 million children. Children experiencing anxiety disorders account for about 9%, emotional instability 11-15%, and behavioral problems 9-15%. In Singapore, 12.5% of children aged 6-12 years have emotional and behavioral problems, making learning difficult and increasing the risk of depression and anxiety. In the Netherlands, the prevalence of children with emotional disorders is 8-9%, posing a high risk of mental health issues in subsequent developmental stages.

Emotional intelligence issues can lead to psychological distress, a condition indicating changes in psychological states, often manifesting during adolescence. Deviant behaviors are often a result of uncontrolled emotions, as teenage delinquency is frequently caused by an inability to channel positive emotions (Sarwono, 2012). Research on 205 children revealed that 117 children (57.1%) experienced emotional and mental disturbances (Subekti & Nurrahima, 2019). One of the factors influencing emotional intelligence is the family environment, where parenting plays a key role. Many studies have shown a strong correlation between emotional intelligence and parenting styles, significantly impacting personality development, and potentially determining failure or success (Goleman, 2015).

Parenting style failures can occur as early as early adolescence, during which children aged 10-14 begin to search for their identity (Steinberg, 2017). Research by Rosyinda (2017) found that high adolescent delinquency rates were influenced by authoritarian (75%) and permissive (66.7%) parenting styles. In contrast, parents with a democratic parenting style tend to have children with lower delinquency rates (32.1%). Therefore, it can be concluded that parenting styles greatly influence the emotional intelligence of adolescents, and failures in parenting can lead to emotional development issues. Mistakes in parenting often result in children acting impulsively, lacking self-control, and living without rules, which can have negative consequences.

The nursing theory that supports this research is Watson's theory of caring, where parents are expected to provide a nurturing relationship with their adolescent children, thereby improving their emotional intelligence. Chotima (2012) found a significant positive correlation between parenting styles and emotional intelligence, indicating that more positive parenting results in

higher emotional intelligence in adolescents. Similarly, Putro (2015) found that parenting styles positively affect emotional intelligence.

Observations made by the researcher at SMP N 1 Tagulandang revealed that some adolescents engage in delinquent behaviors, such as using harsh language and fighting with classmates, due to their inability to control their emotions. Based on this phenomenon, the researcher is interested in studying the relationship between parenting styles and the emotional intelligence levels of adolescents at SMP N 1 Tagulandang.

LITERATURE REVIEW

Emotional Intelligence

Rosita et al. (2024) define emotional intelligence as an individual's ability to detect and manage emotional cues and information. Individuals who are aware of their own emotions and can effectively read others' emotions are able to perform tasks more efficiently. Supinah (2022) highlights the role of emotional intelligence in life, emphasizing the ability to accept, assess, and manage one's emotions. Emotional intelligence consists of several dimensions, including self-awareness, relationship management, self-motivation, empathy, and emotional or mood regulation. Emotional intelligence differs from cognitive/technical intelligence as it utilizes different parts of the brain. According to Fajria and Amelia (2024), the left brain is responsible for IQ (intelligence quotient), while the right brain manages EQ (emotional quotient). According to Goleman (2016), there are five components of emotional intelligence:

1. **Self-awareness:** Recognizing one's emotions at any given time and using them for decision-making. This includes having a realistic assessment of one's abilities and strong self-confidence.
2. **Managing emotions:** Being able to express anger appropriately without conflict, and reducing feelings of loneliness, anxiety, and aggression.
3. **Using emotions productively:** Demonstrating responsibility, being able to focus on tasks, exercising self-control, and improving performance on achievement tests.
4. **Empathy (recognizing emotions in others):** The ability to feel what others are feeling, understand their perspectives, build trust, and align oneself with society.
5. **Handling relationships:** The ability to manage emotions effectively in relationships, understand social situations, and interact wisely in human relations.

Rosita et al. (2024) also describe five components of emotional intelligence in the workplace:

1. **Self-awareness:** The ability to recognize and understand one's moods, emotions, and drives, and their impact on others.
2. **Self-regulation:** The ability to control disruptive impulses and moods and to think before acting.

3. **Motivation:** The desire to work not just for financial rewards or status, but with passion and perseverance to achieve goals.
4. **Empathy:** The ability to understand the emotional makeup of others and to treat them according to their emotional reactions.
5. **Social skills:** The ability to manage relationships and build networks effectively.

Emotional intelligence is crucial because it is tied to emotional control, which can occur at any time and in any environment. If not managed, this can negatively affect an individual's self-confidence, courage, and honesty. It is essential for the development and success of social relationships within society. Emotional intelligence helps eliminate fear, anxiety, and anger, which hinder emotional regulation

Factors Influencing Emotional Intelligence

Suciati (2016) and Rosita et al. (2024) suggest that emotional intelligence is influenced by both internal and external factors.

Internal Factors:

1. **Physical health:** A person's physical health is closely tied to their emotional state, as emotional well-being can significantly affect overall health.
2. **Psychological condition:** This includes experience, motivation, feelings, and cognitive abilities. It is also related to intellectual levels, where individuals with lower intellect may also exhibit lower emotional control. Research by Lestari, Suryawan, and Nawangsari (2017) found that 83.33% of female adolescents with democratic parenting styles had high emotional intelligence.

External Factors:

External factors affecting emotional intelligence include environmental conditions, especially the family environment, which greatly influences emotional development. Parenting styles play a crucial role in shaping a child's emotional intelligence. Parents and family members are responsible for forming the child's personality, and the way parents act as role models is a key factor in the development of the child's self-concept. Parents are the first and most important educators in shaping the child's character in social interactions. Proper guidance, supervision, and support from parents are essential for a child's emotional and psychological development. According to Chotima (2012), there is a significant positive relationship between parenting styles and emotional intelligence in adolescents, with a strong correlation. The study concluded that the more positive the parenting style, the higher the adolescent's emotional intelligence.

Parenting Styles

Kusmawati et al. (2023) define parenting styles as the behaviors and attitudes used by parents to educate their children, which include providing rewards or punishments based on whether the child adheres to societal norms. Parents guide and direct their children with care and

attention in line with the child’s needs. Parenting during the early, formative years is crucial for a child’s growth and development. It involves daily activities undertaken by parents or caregivers to protect, care for, and support the child’s overall well-being.

Factors Influencing Parenting Styles:

According to Adawiah (2017), factors influencing parenting styles include:

1. **Personality of parents:** This involves differences in energy, patience, intelligence, and maturity, all of which influence how parents fulfill their role and respond to the needs of their children.
2. **Beliefs:** Parental beliefs about child-rearing shape their approach and behaviors in parenting.
3. **Similarity to the parenting received:** Parents often replicate the techniques used by their own parents if they believe them to be effective. Conversely, they may adopt different methods if they perceive their upbringing as inadequate.
4. **Parental education:** Education helps parents understand and manage behavioral changes in their children. Experienced parents are often more prepared for the responsibilities of parenting.

Types of Parenting Styles

1. **Democratic:**

Characteristics include allowing children freedom to make choices, engaging in discussions with them, and establishing mutually agreed-upon rules. Children are encouraged to express their opinions and learn to respect others. This style fosters independence, maturity, and warmth. Research by Sagita (2018) on 90 adolescents at a juvenile center found that 48.9% experienced democratic parenting, 41.1% permissive parenting, and 10% authoritarian parenting.

2. **Permissive:**

Parents with this style give their children complete freedom with minimal guidance or supervision. They are often uninvolved, and the child has full control over their actions.

3. **Situational:**

Parents are not heavily involved in the child’s life and exert little control over their activities, allowing the child significant freedom in decision-making. Overprotective:

4. **Parents overly involve themselves in their child’s decisions, limiting the child’s independence and potentially leading to a lack of confidence and autonomy in the child.**
5. **Authoritarian:**

This style is characterized by strict rules set by parents, with children having little to no input. The parents expect absolute obedience and closely monitor the child's activities, with punishment often used for non-compliance.

Adolescence

Sari et al. (2022) define adolescence according to BKKBN (National Population and Family Planning Board) as individuals aged 10-24 years. Demographically, adolescents are divided into those aged 10-14 and those aged 15-19. According to Ministry of Health Regulation No. 25 of 2014, adolescence is defined as the period from ages 10 to 18. Adolescence is a transitional period from childhood to adulthood, marked by rapid physical, psychological, and intellectual development. According to Sari and Ambaryani (2021), adolescence is the most critical and formative phase for instilling good principles and morals. Character development during adolescence can be effectively shaped through daily activities involving religious and community engagement, complemented by strong role models from parents, teachers, and the environment. These influences are essential in shaping a well-rounded and high-quality generation.

METHODS

The research method used in this study is an observational analytic approach with a cross-sectional study design. The sample collection was conducted using non-probability sampling, specifically purposive sampling, with inclusion criteria including: adolescents attending SMP N 1 Tagulandang, adolescents living with their biological parents, and those willing to participate as respondents. The exclusion criteria were adolescents raised by grandparents and parents who could not be reached by the researcher. The sample for this study consists of 90 adolescents from grades 1-3 at SMP N 1 Tagulandang, determined using the Slovin formula. To answer the first and second research questions regarding variable descriptions, frequency analysis was used. The relationship between parenting styles and emotional intelligence was analyzed using Kruskal-Wallis.

The parenting style questionnaire, based on a scale, was adopted from the Parental Authority Questionnaire (PAQ) and translated into Indonesian (Sagita, 2018). This questionnaire has a Cronbach's Alpha value of 1. The questionnaire consists of 30 Likert-scale items: strongly agree (SA) = 5, agree (A) = 4, neutral/undecided (N/U) = 3, disagree (D) = 2, and strongly disagree (SD) = 1. The highest score for any particular parenting style indicates the dominant parenting style used by the respondents' parents. The interpretation of the parenting style questionnaire is done by calculating the total score for each category. If two parenting styles receive the same score, it is considered that a mixed parenting style is applied. The emotional intelligence instrument has a Cronbach's Alpha of 0.99, confirming the validity of both instruments used in this study.

The emotional intelligence questionnaire was adopted from the Emotional Intelligence Scale created by Schutte (2009) and translated into Indonesian by a previous researcher (Sagita, 2018). The emotional intelligence instrument also has a Cronbach's Alpha of 0.99. The questionnaire consists of 33 items (using a Likert scale) with responses: strongly agree (SA) =

5, agree (A) = 4, neutral/undecided (N/U) = 3, disagree (D) = 2, and strongly disagree (SD) = 1. There are 30 positive (favorable) items and 3 negative (unfavorable) items. The total score for emotional intelligence ranges from 33 to 165, where 33 is the minimum score and 165 is the maximum score. Components of emotional intelligence assessed include the aspects of emotional intelligence formation, characteristics and components of emotional intelligence, factors influencing emotional intelligence, and the benefits of emotional intelligence.

Table 1 Interpretation of Emotional Intelligence

Score	Interpretation
High	100-165
Low	33-99

The researcher adhered to ethical principles in conducting the study to protect respondents, including informed consent, anonymity, confidentiality, beneficence, nonmaleficence, justice, fidelity, and veracity.

RESULTS AND DISCUSSION

Table 2 Statistical Test Results on the Overview of Parenting Styles for Children at SMP N 1 Tagulandang

Category	Frequency	Percent
Authoritarian	22	22.4
Democratic	57	63.3
Democratic & Authoritarian	7	7.8
Democratic & Permissive	4	4.4
Total	90	100

Statistical test results regarding the parenting styles of parents at SMP N 1 Tagulandang show that among the 90 respondents, the majority (57 students, or 63.3%) received a democratic parenting style, followed by 22 students (24.4%) who experienced an authoritarian style. Additionally, 7.8% of respondents experienced a mixed style (democratic and authoritarian), and 4 students (4.4%) had a mixed parenting style combining democratic and permissive approaches. This data indicates that the dominant parenting style among parents is democratic.

According to Kusmawati et al. (2023), democratic parenting allows children the freedom to make choices, but within the boundaries set and monitored by parents. Parents and children engage in discussions, allowing warmth and affection in their interactions. Democratic

parenting also involves patient guidance, ensuring children’s activities are closely monitored, and decisions are made based on mutual agreement. Children are given responsible freedom, and parents ensure moral accountability for their actions. This open communication fosters independence, warmth, and maturity in children. Wulandari (2018) provides additional insights into the democratic parenting style, stating that while it promotes social competence and responsibility, it has drawbacks if parents and children lack time to communicate effectively. Supporting this research, Sagita (2018) found that 48.9% of 90 adolescents in a juvenile detention center experienced democratic parenting, 41.1% permissive parenting, and 10% authoritarian parenting. Based on observations, respondents who fall under the democratic parenting category often have parents who are attentive, caring, and teach their children responsibility.

Overview of Adolescents’ Emotional Intelligence

Table 3 Statistical Test Results on the Overview of Emotional Intelligence of Adolescents at SMP N 1 Tagulandang

	Frequency	Percent
Low	6	6.7
High	84	93.3
Total		

The results from 90 respondents at SMP N 1 Tagulandang show that 84 adolescents (93.3%) have high emotional intelligence, while 6 (6.7%) have low emotional intelligence. This indicates that most adolescents have a high level of emotional intelligence. Supinah (2022) explains that emotional intelligence allows individuals to recognize and understand their emotions, as well as others' emotions, while building relationships. Emotional intelligence benefits include improved decision-making, conflict resolution, problem-solving, and communication. Emotionally intelligent individuals can use their emotions positively to reduce stress, sadness, and frustration, which is also valuable in the workplace, where nearly 75% of employers prioritize emotional intelligence over intellectual intelligence. Research by Lestari, Suryawan, and Nawangsari (2017) found that 83.33% of female respondents with democratic parenting had high emotional intelligence. Interviews with students at SMP N 1 Tagulandang revealed that their parents often guide them in decision-making, allowing adolescents to take responsibility while under parental supervision.

Relationship Between Parenting Styles and Emotional Intelligence

Table 4 Analysis Results on the Relationship Between Parenting Styles and Emotional Intelligence of Adolescents

Variable	N	P value	Interpretation
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Emotional Intelligence of Parenting Styles	90	0.030	Significant
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The analysis shows a p-value of 0.030 ($p < 0.05$), indicating that there is a significant positive relationship between parenting styles and adolescents' emotional intelligence at SMP N 1 Tagulandang. In other words, the better the parenting style, the higher the emotional intelligence of the adolescent. Supinah (2022) emphasizes the importance of emotional intelligence in life, highlighting its role in managing emotions, building relationships, self-motivation, empathy, and emotional control. Emotional intelligence operates differently from cognitive intelligence, involving the brain's right hemisphere for emotional regulation, as opposed to the left hemisphere for intellectual tasks (Fajria & Amelia, 2024). Emotional intelligence is crucial because it helps individuals manage emotions, which can affect confidence, courage, and honesty. It also plays a key role in successful social relationships. Factors influencing emotional intelligence include internal factors (e.g., health, psychological experiences) and external factors (e.g., environment). Parenting styles significantly impact the development of a child's emotional intelligence, with parents being responsible for shaping their children's personalities and social behaviors. Research by Chotima (2012) shows a significant positive relationship between parenting styles and emotional intelligence, with a strong correlation. This suggests that more positive parenting styles lead to higher emotional intelligence in adolescents. Similarly, Soliha, Apriningtyas, and Suyati (2020) found a significant positive relationship between parenting styles and emotional intelligence in preschool children, with a fairly strong correlation.

CONCLUSION & SUGGESTION

The majority of adolescents at SMP N 1 Tagulandang experience democratic parenting styles and possess high emotional intelligence. There is also a significant positive relationship between parenting styles and the emotional intelligence of adolescents at SMP N 1 Tagulandang. The results of this study are expected to provide additional insights and knowledge for families regarding the relationship between parenting styles and the emotional intelligence levels of adolescents in grades 1-3 at SMP N 1 Tagulandang. It is hoped that all parents will be able to adopt appropriate parenting styles to guide the development of their adolescents. Furthermore, this research aims to inform adolescents about the importance of following parental guidance and education to shape their personalities, allowing them to achieve good emotional intelligence. Future research should explore internal factors (such as health, psychology, motivation, emotions, and cognitive abilities) that influence the emotional intelligence levels of adolescents.

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