

THE INFLUENCE OF PARENTING PATTERNS ON ADOLESCENTS' EMOTIONAL INTELLIGENCE

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Abstract

Adolescence represents a critical transitional phase from childhood to adulthood and serves as a key stage in the human life development cycle. This period is characterized by significant hormonal changes, leading to various physical, emotional, and psychological transformations. Among these, emotional changes are particularly noteworthy as they directly relate to the development of emotional intelligence, a crucial skill influencing an individual's ability to manage emotions, build relationships, and navigate social interactions. Emotional intelligence is shaped by various factors, with parenting patterns emerging as a particularly influential determinant. This study aims to investigate the extent to which different parenting patterns impact the emotional intelligence of middle-aged adolescents. This study uses a qualitative methodology, with observations and interviews serving as the main means of gathering data. The study's respondents consist of six middle-aged adolescents, comprising both male and female participants, selected to provide diverse perspectives. The findings reveal that parenting patterns play a pivotal role in shaping the emotional intelligence of adolescents. Adolescents who experience supportive, nurturing, and consistent parenting tend to exhibit higher levels of emotional intelligence, including improved self-awareness, empathy, and emotional regulation. Conversely, inconsistent or neglectful parenting may hinder the development of these skills. The study underscores the importance of parental involvement and adaptive parenting strategies during adolescence to foster emotional intelligence. These findings provide valuable insights for parents, educators, and practitioners working with adolescents, emphasizing the need for a supportive environment to promote holistic development during this critical life stage.

Keywords:

Parenting, Emotional Intelligence, Adolescents

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INTRODUCTION

Adolescence is a transition period from childhood to adulthood and is an important part of life in the development cycle. During adolescence, there are changes in the hormonal system, so that a person experiences so many changes in themselves. It can give changes to both physical form (especially sexual organs) and psychological such as emotions and intellect. In adolescence, emotional development shows a sensitive nature and is also very reactive to various events or social situations. Emotions are negative and temperamental (easily offended, angry, easily depressed and sad). Therefore, achieving emotional maturity is a very difficult developmental task for adolescents, especially in middle adolescence, where at this time, adolescents have the main developmental task, namely, finding self-identity.

Several figures have put forward theories about emotional intelligence, including (Cherniss et al., 2006). Cherniss et al. (2006) define emotional intelligence, or what is often called EQ, as "a subset of social intelligence that involves the ability to monitor social feelings that involve the ability of others, sort them out and use this information to guide thoughts and actions.". According to Goleman (2020), emotional intelligence is a person's ability to manage their emotional life with intelligence to maintain emotional harmony and expression through self-awareness skills, self-control, self-motivation, empathy and social skills.

Goleman (2020) said that mood coordination is the core of good social relationships. Suppose someone is good at adjusting to the mood of another individual or can empathize. In that case, that person will have a good level of emotionality and will be easier to adjust to social interactions and their environment. Goleman (2020) further stated that emotional intelligence is a person's greater ability to motivate themselves, build resilience in the face of failure, control emotions and delay gratification, and regulate mental states. With this emotional intelligence, a person can place their emotions in the right

portion, sort out satisfaction and regulate moods. Goleman (2020) said that emotional intelligence plays a much bigger role than IQ or expertise in determining who will be a star in a job.

Gardner in Goleman (2009) said that not only one type of monolithic intelligence is important to achieving success in life, but there is a wide spectrum of intelligence with seven main varieties: linguistic, mathematical/logical, spatial, kinesthetic, musical, interpersonal and intrapersonal. Gardner calls this intelligence personal intelligence, which Daniel Goleman calls emotional intelligence.

Goleman (1995) stated the characteristics of individuals with high and low emotional intelligence as follows: (a) High emotional intelligence is being able to control feelings of anger, not being aggressive and having patience, thinking about the consequences before acting, trying and having the endurance to achieve their life goals, being aware of their feelings and those of others, being able to empathize with others, being able to control negative moods or feelings, having a positive self-concept, easily making friends with others, being good at communicating, and being able to resolve social conflicts peacefully. (b) Low emotional intelligence is acting according to feelings without thinking about the consequences, being short-tempered, acting aggressively and impatiently, having unclear life goals and ideals, easily giving up, being less sensitive to their feelings and those of others, being unable to control negative feelings and moods, being easily influenced by negative feelings, having a negative self-concept, being unable to make good friendships with others, being unable to communicate well, and resolving social conflicts with violence.

According to Edward in Lubis (2011), stated that parenting is the interaction of children and parents in educating, guiding, disciplining and protecting children to achieve maturity in accordance with the norms that exist in society (Lubis, 2011). According to Hurlock, hardy and Heyes in Wibowo (2012), there are three types of parenting, namely:

First, Authoritarian parenting is a restrictive and punitive parenting style where parents pressure children to follow their directions and respect their work and efforts. Authoritarian parents apply firm limits and controls to children and minimize verbal arguments (Santrock, 2003). The main characteristic of this authoritarian parenting style is that parents make almost all decisions, while children must obey, submit, and not ask or argue; parents will often punish if children do not obey, and parental control over children is very strict (Wibowo, 2012).

Second, democratic parenting is a parenting style that encourages children to be independent but still sets limits and controls their actions (Santrock, 2003). Democratic parenting has the following characteristics: Parents encourage children to talk about what they want, there is cooperation between parents and children, and parents provide guidance, direction and non-rigid control (Wibowo, 2012).

Third, Permissive parenting is a parenting style where parents are very involved with their children but do not place many demands and strict control on them (Santrock, 2003). Permissive parenting has characteristics: more dominated by children, parents give full freedom to children, and control and attention to children is very lacking or even no communication between parents and children.

METHODS

This type of research uses a qualitative approach, namely research that emphasizes understanding problems in social life based on holistic, complex, and detailed real conditions or natural settings (Anggito & Setiawan, 2018:9). Qualitative research is descriptive, this step describes an object, phenomenon, or social setting that will be poured into narrative writing (Anggito & Setiawan, 2018). The subjects of this study were students at MT Karanganyar. The key informants in this study were students and supporting informants, BK teachers at one of the MTs in Karanganyar.

The data collection technique used in this study was carried out directly in the field, namely by analyzing data using observation methods, interviews with student sources and BK teachers at one of the State MTs in Karanganyar.

RESULT AND DISCUSSION

Based on the results of observation interviews with several informants, the influence of parenting patterns on adolescent emotional intelligence is very significant in the development of adolescent emotional intelligence.

Table 1. Respondent Data Based on Name, Age, Gender, and Parenting Patterns

No.	Name	Age	Gender	Parenting Style
1	ADM	15	F	Democracy
2	OGP	15	M	Persuasive
3	RSR	13	F	Authoritarian
4	RDR	15	M	Persuasive
5	ENI	14	F	Authoritarian

Source: author acquisition data

Table 2. Table of Aspects, Indicators, and Assessment Scales for Measuring Emotional Intelligence

No	Aspects	Indicators	Rating scale			
			1	2	3	4
1	Self-awareness	Recognizing and feeling one's own emotions				✓
		Understand the causes of the feelings that arise.				✓
		Recognize the influence of feelings that arise.				✓
		Controlling the influence of feelings on actions				✓
		Be tolerant of achievements and be able to manage anger well		✓		
2	Managing emotions	Can control aggressive behavior that is destructive to oneself and others				✓
		Able to express anger appropriately			✓	
		Have a positive attitude towards yourself, school and family			✓	
		Have the ability to overcome mental stress.			✓	
		Can overcome feelings of loneliness or anxiety in social situations			✓	
3	Using emotions productively	Have a sense of responsibility		✓		
		Able to control oneself and not be impulsive			✓	
4	Empathy	Able to accept other people's points of view			✓	
		Have sensitivity towards others			✓	
		Able to listen to others				✓
5	Building relationships	Have an understanding and ability to analyze relationships with others			✓	
		Can resolve conflicts with others			✓	
		Have the ability to communicate with others.			✓	
		Have a friendly attitude and get along easily with peers.			✓	
		Have an attitude of tolerance and concern for others.		✓		

Source: author acquisition data

Emotional intelligence refers to an individual's ability to understand, recognize, and manage their own emotions and the emotions of others, including the ability to empathize, self-regulate, and build healthy relationships. Research and case studies show that parenting styles strongly influence the development of adolescent emotional intelligence.

- 1) Teenagers who are raised with an authoritarian parenting style will have difficulty adapting to new environments and tend to have high levels of stress. This is because of the pressure and rules or demands from parents, who must be able to comply with their parent's wishes. It is difficult for them to adapt to new environments or socialize with their peers.
- 2) Teenagers who are raised with a permissive parenting style will have difficulty making decisions and taking responsibility for their actions. Permissive parents tend to give their children much freedom, with few boundaries and rules.
- 3) Teenagers who are raised with democratic parenting tend to be more adaptable and able to build healthy interpersonal relationships. They are also more mature in managing emotions because they are taught to express their feelings healthily and responsibly. They also have self-confidence and the ability to make their own decisions.

The success of parents in instilling values of virtue or character in children is highly dependent on the type of parenting pattern applied by parents. Based on the results of interviews and observations conducted at MTs Negeri 5 Karanganyar, the emotional intelligence of various adolescents emotions, some are able to control, monitor, and organize emotions well, and some are difficult to control. Adolescents with authoritarian parenting patterns find it very difficult to regulate emotions and control their moods.

Research states that parents who use democratic and permissive parenting styles. Hurlock states that this democratic parenting style is determined by parents' recognition of their child's skills, which allows the child to rely on those skills and grow as a person. Parents can only help and be involved in their child's decision-making (Sari et al., 2020). In permissive parenting, parents do not always play an active role in the child's life and growth. Parents behave indifferently, do not provide direction, lack control, and provide less attention. Arumsari (2020) argues that children who are raised with permissive parenting will exhibit arbitrary behavior, ignore their surroundings, adhere to personal beliefs, and be selfish.

CONCLUSION

Parenting plays an important role in the development of adolescent emotional intelligence. Democratic parenting has been shown to be more effective in helping adolescents develop high emotional intelligence. In contrast, authoritarian and permissive parenting can have negative impacts due to lack of parental supervision. Parents need to understand the importance of building healthy relationships, communicating openly, and providing emotional support for adolescents. They also need to provide opportunities for adolescents to explore their emotions, develop self-regulation skills, and build positive relationships.

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