

Research Article

Emotional Intelligence Review Based on Differences of Parenting Style in High School Students

Evi Safitri Girsang^{*1}, Yulinda Septiani Manurung¹, Susi Meliati Nainggolan¹

[1] Universitas Prima Indonesia, Medan, Indonesia

Abstract

Emotional intelligence individuals include skills in self-control, resilience, enthusiasm, and skills to encourage oneself, resilience, and the ability to control impulses and emotions. Emotional intelligence has a vital role in one's success, beyond rational or intellectual intelligence. The parenting style of the parents influences the emotional intelligence of a child. One of the factors that influence children's emotional development is the discipline applied by parents. The research objective was to determine the correlation between parenting style with students' emotional intelligence in class XI SMA Santo Thomas 2 Medan. This study uses a quantitative approach with the type of ex post facto research. The population in this study were students of class XI SMA Santo Thomas 2 Medan with a total of 307 students. The data collection technique uses a scale to collect parenting style data for parents and emotional intelligence. The validity test uses expert judgment, and the reliability test uses Alpha Cronbach, the technique. The data analysis technique used regression analysis. The results showed that the correlation between parenting style and emotional intelligence was 53.3%. The results of regression analysis show (1) there is no correlation between authoritarian parenting style and students' emotional intelligence, with a value of $r = 0.029$ and a significance of $p = 0.260$. (2) there is no correlation between the authoritative parenting style and students' emotional intelligence, with a value of $r = 0.736$ and a significance of $p = 0.720$. (3) there is a negative correlation between parenting style rejecting with students' emotional intelligence, with a value of $r = 0.010$ and a significance of $p = -0.008$.

Keywords: parenting style; emotional intelligence; high school students

Abstrak

Individu dengan kecerdasan emosional meliputi keterampilan dalam pengendalian diri, ketahanan, antusiasme, dan keterampilan untuk mendorong diri sendiri, ketahanan, dan kemampuan untuk mengendalikan impuls dan emosi. Kecerdasan emosional memiliki peran penting dalam kesuksesan seseorang, di luar kecerdasan rasional atau intelektual. Pola asuh orang tua mempengaruhi kecerdasan emosional seorang anak. Salah satu faktor yang mempengaruhi perkembangan emosi anak adalah disiplin yang diterapkan oleh orang tua. Tujuan penelitian adalah untuk mengetahui hubungan antara pola asuh orangtua dengan kecerdasan emosional siswa kelas XI SMA Santo Thomas 2 Medan. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian ex post facto. Populasi dalam penelitian ini adalah siswa kelas XI SMA Santo Thomas 2 Medan yang berjumlah 307 siswa. Teknik pengumpulan data menggunakan skala untuk mengumpulkan data pola asuh orang tua dan kecerdasan emosional. Uji validitas menggunakan expert judgement, sedangkan uji reliabilitas menggunakan teknik Alpha Cronbach. Teknik analisis data menggunakan analisis regresi. Hasil penelitian menunjukkan korelasi antara pola asuh orang tua dengan kecerdasan emosional sebesar 53,3%. Hasil regresi juga menunjukkan (1) tidak terdapat hubungan antara pola asuh otoriter dengan kecerdasan emosional siswa, dengan nilai $r = 0,029$ dan signifikansi $p = 0,260$. (2) tidak terdapat hubungan antara pola asuh otoritatif dengan kecerdasan emosional siswa, dengan nilai $r = 0,736$ dan signifikansi $p = 0,720$. (3) terdapat hubungan negatif antara pola asuh menolak dengan kecerdasan emosional siswa, dengan nilai $r = 0,010$ dan signifikansi $p = -0,008$.

Kata kunci: pola asuh orang tua; kecerdasan emosi; siswa sekolah menengah atas

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Introduction

According to (Ali, nd), humans have psychic and non-psychic aspects closely related, both visible and invisible, and in the human body. In the life of living things, there must be development. Human development starts from the womb, children, to adulthood. Youth is a transitional phase from childhood to adult life synonymous with biological and psychological growth and development.

According to Blos (Bariyyah Hidayati &, 2016), development in humans must exist to be resilient in facing problems and not dissolved in the problems at hand to get a solution. During youth, the role of the family, especially parents, is vital. Parents must monitor who they are friends with, how their social environment is, and the educational environment. At this time, children are very vulnerable to being influenced by the environment and peers, and they want to be considered vital. According to Papalia and Olds (Jahja, 2011), the youth phase is a transitional phase of development from childhood to adulthood, which usually begins at the age of 12 or 13 years and ends in the late teens or early twenties. (Jahja, 2011) states that males are more difficult to mature than girls. Therefore, men experience the early phase of youth, which is shorter, even though he is considered an adult at the age of 18, like girls. As a result, men often appear less for their age than women. However, there is a more mature status, very different from the behavior of younger youth.

In terms of education, young people are in high school who are classified as not being able to control themselves wisely. This is evidenced by the prevalence of naughty students, such as fighting against teachers, not doing assignments, cheating, skipping school, and joining in bad groups or alleys, like many truant students during school hours. Based on information from BPS, young people who commit crimes are increasing from year to year, such as teenage acquaintances, consuming drugs, and others.

One example of a phenomenon that occurred in Pontianak, West Kalimantan, on March 7, 2018. A young Madrasah Darussalam boy with the initials NF is suspected of assaulting his teacher. The assault was carried out because the perpetrator did not accept being reprimanded when using a cell phone while the lesson was in progress. There was an argument between NF and her teacher named Nuzul Kurniawati until finally, NF hit her teacher with the plastic chair she sat on. (<http://www.kpai.go.id/>)

The same thing also happened at SMA Santo Thomas 2 Medan, where a student with the initials AM often fought the teacher in the classroom and also did not do the homework given by his teacher. AM often gets reprimands from teachers who teach in her class because AM often makes a scene in class, especially when AM often fights the teacher. Likewise during exams, AM often cheated on a friend who sat beside him. AM also often follows her friends

skipping school, so she often gets a summons from the school's parents. From the example case above, it shows that most young people have not yet attached to optimal emotional intelligence in themselves.

Emotional intelligence as a foundation in child development. Emotional intelligence plays a significant role in the success of the child. The majority of people know that their intellectual intelligence will determine the key to a person's success, but few understand that emotional intelligence is equally important in determining children's success. Someone's skill to be challenging in dealing with problems well is also related to emotional intelligence. A child who cannot calm down in the face of the problems faced is the same as a lack of emotional intelligence in the child.

According to Goleman, emotional intelligence is a skill to control, tenacious attitude, enthusiasm, and skills to encourage the mind. Emotional intelligence is a collection of emotions that includes self-control skills and can deal with uncertain things. With his emotional intelligence, it is hoped that the child will be able to get through the problems in the child's life; in learning emotional intelligence, it also affects the child's academic grades. Only a few high-level students can control their emotions.

According to Baumrind (in [Zahara, 2011](#)), parenting style Parenting consists of four types of parenting styles: authoritarian parenting style, authoritative parenting style, rejecting parenting style, and permissive parenting style. Authoritarian parenting style is a parenting style that restrains and sanctions children. Parents restrain their children from following their directions; otherwise, they will sanction and reward hard work and effort. Authoritarian parents curb and control their children with few words. The authoritative parenting style encourages children to be independent but still apply signs and control their actions.

Word communication is still allowed, and parents give warmth and nurture their children. Parenting style rejecting, a namely parenting style that does not want to interfere. The child who has rejecting parents thinks that they are not more important than their parents' interests because the parents do not interfere in the lives of their children. Permissive parenting style, which is a parenting style that only gives minimal rules. Such parents give their children the freedom to do what they want.

Parenting style applied from parents can affect the character of the child. According to Satiadarma and Waruwu ([Mahatfi, 2015](#)), When parents or the social environment universally apply the right parenting style, the children will be more able to control themselves with the conditions they have to face, so that they will be able to get through the problems in their lives. Inversely, if or the social environment does not provide love and attention, it is likely that these children will experience difficulties when interacting socially because they will usually experience various problems in controlling their emotional turmoil.

Therefore, the problem formulation appears, namely how the parenting style of the parents will have an impact on the emotional intelligence of the child. This is because adolescents have different emotional intelligence because of differences in parenting styles from their parents. The difference from each parenting style has an impact on the development of children's emotional intelligence. So the researcher wants to examine how parenting styles are appropriate to practice with the child to support teenage emotional intelligence. In accordance with the formulation of the problem above, the purpose of this study is to determine the

relationship between emotional intelligence and parenting style parents in SMA Santo Thomas 2 Medan students.

The major hypothesis can be put forward, namely about the relationship between parenting style and emotional intelligence. The first minor hypothesis is that there is a negative relationship between authoritarian parenting style and emotional intelligence; it is assumed that if the parenting style of parents tends to be authoritarian, it will cause a decrease in the child's emotional intelligence, inversely proportional to if the parenting style of the parents is not too authoritarian. The child's emotional intelligence is advanced. The second minor hypothesis, namely: there is a positive relationship between authoritative parenting style and emotional intelligence, which is assumed if parenting style parents are authoritative, it will increase children's emotional intelligence, inversely proportional to if parenting style parents are not authoritative, then children's emotional intelligence will be slightly advanced. The third minor hypothesis, namely: there is a negative relationship between parenting style rejecting and emotional intelligence, which is assumed if parents provide parenting style rejecting, it will reduce the child's emotional intelligence, inversely proportional to if the parenting style of parents is not too rejecting, then the child's emotional intelligence will tend to be advanced.

The fourth minor hypothesis is that there is a negative relationship between permissive parenting style and emotional intelligence, which is assumed if parenting tends to be permissive, it will cause a decrease in children's emotional intelligence, inversely proportional to if the parenting style of parents is not too permissive. The child's emotional intelligence is advanced. Then it will reduce the emotional intelligence of the child, inversely proportional to if the parenting style of the parents is not too rejecting. The child's emotional intelligence will tend to be advanced. The fourth minor hypothesis is that there is a negative relationship between permissive parenting style and emotional intelligence, which is assumed if parenting tends to be permissive, it will cause a decrease in children's emotional intelligence, inversely proportional to if the parenting style of parents is not too permissive. The child's emotional intelligence is advanced. Then it will reduce the emotional intelligence of the child, inversely proportional to if the parenting style of the parents is not too rejecting. The child's emotional intelligence will tend to be advanced. The fourth minor hypothesis is that there is a negative relationship between permissive parenting style and emotional intelligence, which is assumed if parenting tends to be permissive, it will cause a decrease in children's emotional intelligence, inversely proportional to if the parenting style of parents is not too permissive. The child's emotional intelligence is advanced.

Method

The research method used is quantitative. The dependent variable is emotional intelligence. The independent variable is the parenting style. Emotional intelligence is an intelligence that demands brain empowerment, maintains emotional balance, and communicates it through control skills, awareness, empathy, enthusiasm, and the ability to interact. Parenting style What is meant in this study is the unity of attitudes applied by parents to young children at home, including their attitudes in guiding, educating, disciplining, and protecting children according to the existing rules in the social sphere. The population is the total number of groups, people, events, or things that the researcher wants to invest in (Sekaran, 2006). The population in this study were students of class XI SMA Santo Thomas 2 Medan, totaling 307 students. The

sample is part of the population that is the source of the specific information needed in research (Fraenkle & Wallen, 2008). The sample consisted of 159 students.

Table 1. Research Samples

Class	The number of students	Sample	%
XI IPA 1	29	$29 / 307 \times 159 = 15.01 = 15$ students	9%
XI IPA 2	31	$31 / 307 \times 159 = 16.05 = 16$ students	10%
XI IPA 3	30	$30 / 307 \times 159 = 15.53 = 16$ students	10%
XI IPA 4	30	$30 / 307 \times 159 = 15.53 = 16$ students	10%
XI IPA 5	32	$32 / 307 \times 159 = 16.57 = 17$ students	11%
XI IPS 1	31	$31 / 307 \times 159 = 16.05 = 16$ students	10%
XI IPS 2	31	$31 / 307 \times 159 = 16.05 = 16$ students	10%
XI IPS 3	31	$31 / 307 \times 159 = 16.05 = 16$ students	10%
XI IPS 4	31	$31 / 307 \times 159 = 16.05 = 16$ students	10%
XI IPS 5	31	$31 / 307 \times 159 = 16.05 = 16$ students	10%
TOTAL	307	159 students	100%

The data collection method is a scientific step to obtain data with specific purposes and uses. The scale refers to a data collection instrument in the form of a suitable list, but the alternatives provided are tiered (Sugiyono, 2009). The method used in data collection is the scale division method to measure emotional intelligence and parenting style. This emotional intelligence scale refers to the emotional intelligence aspects proposed by (Goleman 2006): identifying control skills, awareness, empathy, passion, and the ability to interact with others. The emotional intelligence scale consists of 50 statement items divided into 25 good statements and 25 negative statements. The statement items can be seen in Table 2 below.

Table .2 Blue print emotional intelligence scale

No	Aspect	Item Number		Total
		Favourable	Unfavourable	
1	Recognizing emotions	1,10,21,22,41	11,20,39,40,50	10
2	Manage emotions	2,9,23,24,42	12,19,37,38,49	10
3	Motivate the inner	3,8,25,26,43	13,18,35,36,48	10
4	Recognizing people's emotions	4,7,27,28,44	14,17,33,34,47	10
5	Making connections	5,6,29,30,45	15,16,31,32,46	10
	Total	25	25	50

This study's parenting style scale is by the aspects of the parenting style proposed by Baumrind (in Permatasari, 2015), namely, authoritarian parenting style, authoritative parenting style, rejecting parenting style, permissive parenting style. The parenting style scale consists of 40 items, with 20 good statements and 20 negative statements. Statement items can be seen in Table 3 below:

Table 3. Blue print parenting style scale

No	Parenting style type	Item Number		Total
		Favourable	Unfavourable	
1	Parenting style authoritarian	4,11,15,19,28	16,18,29,31,34	10
2	Parenting style authoritative	2,7,13,22,37	3,6,14,21,27	10
3	Parenting style rejecting	8,12,23,25,35	1,10,24,32,36	10
4	Parenting style permissive	5,17,33,38,40	9,20,26,30,39	10
	Total	20	20	40

The type of validity used in this study is content validity. Content validity is the validity that is estimated by testing the test's content by rational analysis or through professional judgment. This validity refers to the extent to which a test/scale/instrument's contents can measure what should be measured. Reliability or level of confidence is a measure that shows the trustworthiness of an instrument. Reliability is proving the consistency and stability of measurement instruments. An instrument is reliable if used several times to measure the same instrument; it will produce the same data.

This research is quantitative research, which explains the phenomenon by collecting numerical data, which is analyzed using mathematical-based methods in individual statistics. This research is an exploratory research type. The nature of this research is regression analysis. Regression analysis is a study of the relationship between one variable called the explained variable, and one or two explanatory variables. There are four prerequisite tests used in this study; namely, the normality test used to determine whether the distribution data is standard or not, the autocorrelation test is used to test whether residual correlation occurs in the linear regression model, the multicollinearity test is carried out to determine whether there is a perfect correlation between independent variables in a regression model, and the heteroscedasticity test to determine whether there are an unequal variance and residuals in one observation with other observations in a regression model (Prayitno, 2016). In this study, the data will be processed using SPSS 18.0

Result and Discussion

Implementation of Trials

The trial of 80 students was conducted on May 29, 2019, which was conducted at SMA Santo Thomas 3 Medan for class XI students.

1. Scale to reveal emotional intelligence.

On the emotional intelligence scale, there are 50 items. The scale is deployed and then collected again. Then the scoring is to find out which items have fallen. With a Corrected item-total Correlation value below 0.3, it is declared invalid because it does not meet the validity criteria, so of the 50 items in emotional intelligence, 15 items have failed, namely items 1, 2, 3, 4, 6, 8, 9, 11, 12, 18, 21, 22, 24, 25, 29. So 35 items were valid. The next stage is to enter the score of items that are considered valid for the reliability test. Based on the reliability testing of valid items using the Cronbach Alpha formula, the reliability coefficient is 0.889. This means, the scale that has been compiled is declared reliable, which can be relied on to be used at other times to express emotional intelligence. Following is table 4, details of valid and invalid items.

Table. 4 Details of the validity and fall of the Emotional Intelligence scale

No	Aspect	Items				Total
		Favorable		Unfavorable		
		Valid	Fall	Valid	Fall	
1	Recognizing emotions	10,41	1, 21, 22	20, 39, 40, 50	11,	10
2	Manage emotions	23, 42	2, 9, 24	19, 37, 38, 49	12,	10
3	Motivate yourself alone	8, 26, 43	3, 25,	13, 35, 36, 48	18,	10
4	Recognizing peoples emotions	27, 28, 44	4, 7	14, 17, 33, 34, 47	-	10
5	Build up connection	5, 30, 45	6, 29	15,16,31, 32, 46	-	10
	Total	13	12	22	3	50

2. Scale to reveal parenting style

On the parenting style scale, there are 40 items. The scale is deployed and then collected again. Then scoring to find out which items have fallen. With a Corrected item-total Correlation value below 0.3, it is declared invalid because it does not meet the validity criteria, so of the 40 items in the parenting style, five items have failed, namely items 4, 12, 31, 32, 37. So that there are 35 useful items. The next stage is to enter the score of items that are considered valid for the reliability test. Based on the reliability testing of valid items using the Cronbach Alpha formula, the reliability coefficient is 0.849 for the authoritarian parenting style, 0.859 for the authoritative parenting style, and 0.861 for rejecting parenting style 0.950 permissive. Following is table 5, details of valid and invalid items.

Table. 5 Details of Points of the Legitimate and Falling style parenting styles

No	Parenting style type	Item Number				Total
		Favorable		Unfavorable		
		Valid	Fall	Valid	Fall	
1	parenting style authoritarian	11, 15, 19, 28	4	16, 18, 29, 34	31	10
2	parenting style authoritative	2, 7, 13, 22	37	3, 6, 14, 21, 27	-	10
3	parenting style rejecting	8, 23, 25, 35	12	1, 10, 24, 36	32	10
4	parenting style permissive	5, 17, 33, 38, 40	-	9, 20, 26, 30, 39	-	10
	Total	16	3	19	2	40

Research Implementation

The research was carried out on 159 XI students on July 9, 2019, at SMA Santo Thomas 2 Medan. Retrieval of research data begins by sharing the research scale that has been rearranged by the researcher to the subject. The scale for revealing emotional intelligence variables consists of 35 items, and the scale has been rearranged for research. The following is table 6 of the new numbering of emotional intelligence statement items after the trial.

Table 6. New Numbering of Emotional Intelligence Statement Items After Testing

No	Aspect	Item Number		Total
		Favorable	Unfavorable	
1	Identifying emotions		10,25,26,35	4
2	Manage emotions	3,11,27	9,23,24,34	7
3	Motivate yourself Alone	12,28	4,21,22,33	6
4	Recognizing people's emotions Other	2,13,14,29	5,8,19,20,32	9
5	Making connections	1,15,16,30	6,7,17,18,31	9
	Total	13	22	35

The scale for expressing the parenting style variable consists of 35 items, and the scale has been reconstructed for research—the following table 7 new numbering for parenting style scale.

Table 7. New Numbering Items Parenting style statement After testing

Number	Parenting style type	Item number	Total
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		Favorable	Unfavorable	
1	parenting style authoritarian	2, 8, 18, 28	15, 25, 29, 31	8
2	parenting style authoritative	10, 12, 19, 24	3, 5, 6, 11, 13	9
3	parenting style rejecting	9, 20, 27,	1, 3, 7, 21, 35	8
4	parenting style permissive	4, 14, 22, 32, 34	17, 23, 26, 30, 33	10
Total		16	19	35

The second step is to assign a value to each item on the scale. Grading is done by looking back at the weight of each item and then entering it into Microsoft Excel, which is then copied to SPSS for analysis.

Data analysis

Classic assumption test

The assumption test aims to test whether the regression model used in this study is feasible or not. There are four assumption tests used in this study, namely the normality test, linearity test, multicollinearity test, and heteroscedasticity test.

Normality test

The normality test is used to test whether the regression model has a normal distribution or not. The assumption of normality is an important requirement in testing the significance (significance) of the regression coefficient. A good regression model is a regression model that has a normal or near-normal distribution, so it is feasible to do statistical testing. The basis for decision making is based on finding data normality that can be measured by looking at the probability number (Asymptotic Significance)

- If the probability > 0.05 , then the distribution of the population is expected.
- If the probability < 0.05 , then the population is not normally distributed.

Visual testing can also be done using the normal Probability Plots image method in the SPSS 16.0 program. The basis for decision making:

- If the data spread around the diagonal line and follows the direction of the diagonal line, it can be concluded that the regression model fulfills the assumption of normality.
- If the data spreads far from the diagonal line and does not follow the direction of the diagonal line, it can be concluded that the regression model does not meet the assumption of normality.

The results of the normality test that have been carried out obtained the KS-Z coefficient (Kolmogorov-Smirnov Z) = 1.040 with sig. Equal to 0.229 for test 2 (two) tails ($p > 0.05$), which means that the residual value is usually distributed.

Table. 8 Normality Test Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		159
Normal Parameters, b	Mean	, 0000000
	Std. Deviation	5.88114170
Most Extreme Differences	Absolute	, 082
	Positive	, 059
	Negative	-, 082
Kolmogorov-Smirnov Z		1,040

Asymp. Sig. (2-tailed)	, 229
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b. Autocorrelation Test

The autocorrelation test is used to test whether, in the linear regression model, there is a residual correlation for one observation with another observation that is arranged according to the time series (Prayitno, 2016). The results obtained from the test were obtained from the Durbin-Watson statistical value of 2.067, located between 1.7925 and 2.207; thus, there was no autocorrelation. The following table shows the results of the autocorrelation test.

Table 9. Autocorrelation Test Results

Model Summary b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
dimension0 1	, 738a	, 545	, 533	5,957	2,067

c. Multicollinearity Test

The multicollinearity test aims to test whether the regression model found a correlation between independent variables (independent). A good regression model should not correlate with the independent variables. If the independent variables are correlated, then these variables are not orthogonal. Orthogonal variables are independent variables in which the correlation value between independent variables is equal to zero (Ghozali, 2006). In this study, to detect the presence or absence of multicollinearity in the regression model, it can be seen from the Tolerance value and the opposite of the Variance Inflation Factor (VIF). Here, each independent variable became the dependent variable (dependent) and regressed to the other independent variables. Tolerance measures the variability of the selected independent variable that is not explained by other independent variables. Thus, a low tolerance value is the same as a high VIF value (because of $VIF = 1 / \text{tolerance}$). The basis of the analysis is:

1. If the tolerance value is > 0.10 or equal to the VIF value < 10 , it can be concluded that there is no multicollinearity between the independent variables in the regression model.
2. If the tolerance value is < 0.10 or equal to the VIF value > 10 , it can be concluded that there is multicollinearity between the independent variables in the regression model.

The multicollinearity test was conducted to determine whether there was a relationship between the independent variables, namely parenting, authoritarian, authoritative, rejecting, and permissive styles. The authoritarian style parenting variable has a Tolerance value > 0.01 , which is equal to 0.994 and a VIF value > 10 , which is equal to 1.006, so it can be said that there is no multicollinearity. The authoritative parenting style variable has a Tolerance value > 0.01 , which is 0.752, and a VIF value < 10 , which is 1.330, so it can be said that there is no multicollinearity. The parenting style rejecting variable has a Tolerance value > 0.01 , which is 0.990 and a VIF value > 10 , which is 1.010, so it can be said that there is no multicollinearity. The permissive style parenting variable has a Tolerance value > 0.01 , which is 0.751 and a VIF value < 10 , which is equal to 1.332, it can be said that there is no multicollinearity. The following is a table of 10 multicorrelation test results.

d. Heteroscedasticity Test

The heteroscedasticity test aims to test whether in the regression model, there is an inequality of variance from the residuals of one observation to another. The existence of a variant of the independent variable is constant for each specific value of the independent variable

(homoscedasticity). A good regression model is one that does not occur heteroscedasticity. The fundamental analysis is as follows:

1. A specific pattern, such as the dots that form a specific regular pattern (wavy, widened, then narrowed), indicates that heteroscedasticity has occurred.
2. If there is no clear pattern, and the dots spread above and below the 0 on the Y axis, there is no heteroscedasticity.

Table. 10 Multicollinearity Test Results

Coefficients

Model	Unstandardized		Standardized		Collinearity		
	Coefficients		Coefficients		Statistics		
	B	Std. Error	Beta	T	Sig.	Tolerance	VIF
1 (Constant)	20,129	8,953		2,248	,000		
Authoritarian	-,068	,189	-,023	-,359	,260	,994	1,006
Authoritative	2,964	,220	,738	13,496	,720	,752	1,330
Rejecting	-,017	,186	-,006	-,103	,010	,990	1,010
Permissive	,481	,162	,142	2,591	,918	,751	1,332

A good regression model does not occur heteroscedasticity. It is known that the authoritarian style parenting variable with a UR value of Sig.1-tailed > 0.05 is 0.403, so it can be concluded that the regression model does not occur heteroscedasticity. Authoritative parenting style variable with UR value of Sig.1-tailed > 0.05, which is equal to 0.488, so it can be concluded that the regression model does not occur heteroscedasticity. The parenting style rejecting variable with a UR value of Sig.1-tailed > 0.05, which is equal to 0.432, so it can be concluded that the regression model does not occur heteroscedasticity. The permissive style parenting variable with a UR value of Sig.1-tailed > 0.05, which is equal to 0.458, so it can be concluded that the regression model does not occur heteroscedasticity. The following table shows the results of the heteroscedasticity test.

Table. 11 Heteroscedasticity Test Results

Parenting style	Sig. (2-tailed)	Statistical Value	Information
Authoritarian	0.806	P > 0.05	Not occur heteroscedasticity
Authoritative	0.976	P > 0.05	Not occur heteroscedasticity
Rejecting	0.864	P > 0.05	Not occur heteroscedasticity
Permissive	0.917	P > 0.05	Not occur heteroscedasticity

Hypothesis Test Results

Major Hypothesis Test Results

The major hypothesis statement which reads: there is a link between parenting style and emotional intelligence based on the results of the regression analysis together, which produces a significant relationship between variables with a correlation value (R) of 0.738 and $p = 0.000$. This shows a strong link between parenting style and emotional intelligence. The R-square value is 0.545, meaning that it shows the percentage of contribution between parenting style

and emotional intelligence of 54.5%. The direction of the relationship shows that the more advanced the parenting style is, the emotional intelligence of the child will increase, as well as inversely. The following is a table of 12 major hypothesis test results.

Table. 12 Major Hypothesis Test Results
Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
dimension0 1	, 738a	, 545	, 533	5,957

Minor Hypothesis Test Results

Table. 13 Minor Hypothesis Test

Variable	Sig.	Partial Correlation
Authoritarian- Emotional Intelligence	0.260	0.029
Authoritative - Emotional Intelligence	0.720	0.736
Rejecting- emotional intelligence	0.010	-0.008
Permissive - Emotional Intelligence	0.918	0.204

Based on the little hypothetical test table above, the following is an explanation:

1. The first minor hypothesis is rejected, which means that there is no correlation between authoritarian parenting style and emotional intelligence, which is indicated by a significant value of $p = 0.260$ ($p > 0.05$) with $r = 0.029$
2. The second hypothesis is rejected, which means no correlation between the authoritative parenting style and emotional intelligence, indicated by a significant value of $p = 0.720$ ($p > 0.05$) with $r = 0.736$.
3. The third hypothesis is accepted, which means a negative relationship between parenting style rejecting and emotional intelligence, which is indicated by a significant value of $p = 0.010$ ($p < 0.05$) with $r = -0.008$.
4. The fourth hypothesis is rejected, which means no relationship between the permissive parenting style and emotional intelligence, indicated by a significant value of $p = 0.918$ ($p > 0.05$) with $r = 0.204$.

From the results of research conducted on the students of SMA Santo Thomas 2 Medan, as many as 159 students, based on the results of the significant hypothesis test, it was found that there was a significant relationship between the two variables with a correlation value (R) of 0.738 and $p = 0.000$. This study's results are also supported by research results [Taryono \(2016\)](#), which states that there is a link between parenting style parents with emotional intelligence.

From the results of the minor hypothesis test conducted, it can be seen that the hypothesis is rejected between authoritarian parenting style and emotional intelligence, which is indicated by a significance value of $p = 0.260$ ($p > 0.05$) with a correlation of r of 0.029. The results of this study are supported by research [Chandri, et al. \(2014\)](#), which explains that there is no relationship between parenting style with children's emotional intelligence with a significant value of 0.060 ($p > 0.05$). Based on the second minor hypothesis test results, it was found that the hypothesis is rejected, which means that there is no significant relationship between the authoritative parenting style and emotional intelligence with a value of $p = 0.720$ ($p > 0.05$) and

an R-value of 0.736. This study's results are also supported by research conducted by (Rachmawati & Nurmawati, 2014), who concluded that there is no relationship between the authoritative parenting style on emotional intelligence and that shown by a correlation (R) of 0.720. This means that if the authoritative parenting style increases, emotional intelligence will increase and be inversely proportional.

From the results of the third minor hypothesis test, it can be seen that the hypothesis is accepted, which means that there is a negative relationship between parenting style rejecting and emotional intelligence, which is indicated by a significance value of $p = 0.010$ ($p < 0.05$), the correlation r is -0.006 . The results of this study are supported by research conducted by (Matejevic et al., 2014), where they concluded that young people who perceive their parents' parenting style rejecting show behavior that reflects negative emotions, namely engaging in the use of illegal substances. Likewise, the results of the fourth minor hypothesis test, in permissive parenting style with emotional intelligence, show that the hypothesis is rejected, which means that there is no relationship between permissive parenting style and emotional intelligence, which is indicated by a significance value of $p = 0.918$ ($p > 0.05$) correlation r amounting to 0.141 . This study's results are supported by research conducted by Chandra et al. (2014), which also states that there is no link between parenting style and emotional intelligence in children.

From the results of interviews conducted by researchers with students who have cases at school, information is obtained that they are allowed to do anything at home without good control, are not given enough attention, and they are always punished and urged to follow their parents' wishes. Some of the students interviewed also said they had difficulties in establishing interactions with other people. Where they need a long time to be close and trust their friends, this can be seen when a friend asks to hang out with other friends, and they feel strange and uncomfortable, so they prefer to go to the library or stay quiet in class. They also said that they were very easily offended by what their friends said when joking, which causes them to get angry and sometimes to scold their friends. One student also said that he was once summoned by the teacher to the office for fighting in the classroom. From the results of the interview above, the conclusion is that parenting style is one of the factors that affect students' emotional intelligence. These attitudes show how their emotional intelligence condition is related to the parenting style applied by their parents.

Conclusion

From the results of the research conducted, the following conclusions can be drawn: The results of the regression analysis on the major hypothesis prove that there is a relationship between parenting style and emotional intelligence with a significant value between variables that have a correlation (R) of 0.738 and $p = 0.000$ and the value of Adjusted R Square = 0.533. The regression analysis results in the minor analysis prove no relationship between authoritarian parenting style and emotional intelligence, which is indicated by a significant value of $p = 0.206$ and r of 0.029 . There is no correlation between the authoritative parenting style and emotional intelligence, indicated by a significance value of $p = 0.720$ and r of 0.029 . There is a negative relationship between parenting style rejecting and emotional intelligence, indicated by a significance value of $p = 0.010$ and r of -0.008 . There is no correlation between the permissive parenting style and emotional intelligence, indicated by a significant value of $p = 0.918$ and r of 0.204 . Some suggestions can be given to students to remain obedient to their parents, and

students can condition their emotional intelligence from parents who have different parenting styles. Parents should not ignore their children too much. Teachers at SMA Santo Thomas 2 Medan are expected to add material about parenting style and self-identity to young children during parent meetings at school. So that parents can anticipate the symptoms that can arise from each parenting style that is applied so that parents can manage emotional intelligence in children optimally.

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