



The Relationship of Parenting With Emotional Intelligence

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ABSTRACT

The main problem in this study is that parents have provided guidance, education, and nurture their children, but students still find the inability to recognize their own emotions, recognize the emotions of others, motivate themselves, and build relationships with others. The purpose of this study was to determine the relationship between parental parenting and emotional intelligence in students at SMP 4 Lintau Kec.Lintau Buo Utara, Tanah Datar Regency. The type of research that researchers use is a type of quantitative research with a correlational method. The population in this study was students of grades VII, VIII of SMP 4 Lintau Kec.Lintau Buo Utara, Tanah Datar Regency, which was 40 students. The type of sampling in this study was using the Solvin formula, so that the number of samples in this study was 36 students. The data collection technique is to provide a questionnaire. The data in this study were tested using product moment analysis with a significant value of $0.004 < 0.05$ so that the two variables had a significant relationship. The better the parenting style owned by the students, the higher the emotional intelligence possessed by the students of SMP 4 Lintau Kec Lintau buo north of Tanah Datar District.

Keywords: *Emotional Intelligence, Parenting, Relationship*

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INTRODUCTION

Education is a planned effort in learning the purpose of acquiring religious knowledge, self-awareness, behavior and intelligence as a self-development for Supandi students, (2016). According to Ahmadi (2003) Not yet reaching adulthood and needing the help of older people to carry out their duties as servants, people arakat, and as oneself juga referred to as students.

Muhammad (2004) also stated that students are parents who submit their children to school to learn good in order to have understanding, work, experience, good character, ethics and responsibility. then Sadriman (2003) also said that students come to school to get educated. Law No. 20/2003 says that compulsory education for 9 years of which 3 years is mandatory in junior high school (Shidqi & Mudinillah, 2021).

Juniorsecondary ecolah is fixed with adolescence. Adolescence is the beginning of p. ubertas towards maturity which is also known as the transition from children to adults (Mudinillah, 2019a). In his book Hurloch (2003) wrote that one of the characteristics of adolescents is the increase in emotions and emotional changes experienced by adolescents due to the changing mood of the teenager (Mudinillah & Shidqi, 2022).

The change is the emotional change of Putro (2017). The emotions shown by teenagers are like being angry with explosive emotions because at this time they are very difficult to exercise self-control so they are quickly sensitive to trivial matters to convince the people around them Asrori, (2011). Jahja (2011) suggests that explosive emotions must be controlled by adolescents (Filla & Mudinillah, 2022).

According to Tridhonanto (2010) How emotional can be well revealed to correctntrol unkind attitudes, and to produce someone's actions that please others. Mahmudin (2020) Emotional intelligence is doing according to environmental conditions and doing actions based on rules and having a good attitude in fostering relationships (Shidqi & Mudinillah, 2021).

Prasetyono (2010) emotional intelligence is seen when adolescents can control their emotions, have a good impact, and adjust to the people around them, the ability ncontrol what is felt, express what is felt appropriately so as to maintain a harmonious relationship with the environment (Mudinillah & Nurfadilah Septika, 2022) This is according to the theory put forward by Goleman (2006) that there are several aspects that affect emotional intelligence (Putri & Mudinillah, 2021).

From the above elaboration can be drawn the conclusion that students are teenagers who are inhigh school, are undergoing transitions and emotional changes that are not capable of being controlled. Inability to control their emotions must have emotional intelligence in order to control emotions and understand the environment by acting according to common sense, it can be seen when students are able to provide encouragement and motivation to themselves, survive in bad circumstances, and can solve their problems.

Emotional intelligence is something that must be a concern because at the same time development occurs in the child which will affect the next development. The developmentof children's emotional intelligence by providing good guidance and behavior prioritizes what the child feels, self-control, and helps children to be able to overcome and recognize emotions without acting to force Saeful (2018). Control their feelings towards a better direction and have a high chance of achieving because of the high drive in learning to achieve good grades. On the contrary, it is difficult to control their feelings when experiencing a bad situation, they will have difficulty in controlling their feelings and will have problems that will result in motivation to do Yulika's tasks (Filla & Mudinillah, 2022; Mudinillah, 2019a; Mudinillah & Nurfadilah Septika, 2022; Putri & Mudinillah, 2021; Wulandari & Mudinillah, 2022), .

Students' emotional intelligence has an impact on the grades and assignments given to students. Emotionalintelligence students both do not experience difficulties in interacting with the environment and solving problems faced, are not easily angered, easy

to face the difficulties faced, and able to introspect themselves when making mistakes (Mudinillah, 2022b; Vrika et al., 2022; Wastriami & Mudinillah, 2022)

Based on interviews with respondents, the results of students' inability to manage their own emotions so that the feelings that arise cannot be revealed appropriately. Emotional intelligence problems often occur in the classroom that students do initially just because of small arguments to the point of demonizing each other, laughing at friends' mistakes and also being followed by other students to lead to fights, from this there is the inability of students to control emotional feelings and master self-response to react. Furthermore, when there is a group study in the classroom, she feels inferior and unable to cooperate with other friends (Mi'yar, 2022; Mudinillah, 2022a; Mudinillah, Rezi, et al., 2022; Mudinillah & Sidqi, 2022). Dhe did nothing in the group until the end of the learning time not caring about the help requested by his theme to the point of making friends upset and angry with him. The inability to recognize the emotions of his group mates and maintain friendships in order to realize comfort in the group of friends. Next (Mudinillah, 2016; Salam & Mudinillah, 2021).

According to Goleman, the thing that causes good or bad emotional intelligence is the Kurnia family (2020). The environment in the family is the container that the child first encounters in getting to know the emotional. The emotional is learned by the child starting from the infancy of the emotional forms. The emotional form that is felt as a child will stick until it becomes an adult, therefore the child who is fertilized in the family who pays attention to the emotional importance of helping the child's later life. Forming children's behavior to comply with good rules is called parenting Hardywinoto (2002). Parenting is a style and effort in guiding, nurturing, fostering, educating their children to become what parents expect one day (Amrina, Mudinillah, & Hafiz, 2021; Amrina, Mudinillah, & Hikmah, 2022; Amrina, Mudinillah, & Sari, 2021; Yeni & Mudinillah, 2021).

The parenting style carried out will have an impact on development if poor parenting will affect the life, personal growth, spritual, and emotional of Nurasih children (2019). Another opinion expressed by Rachmati (2014) That parenting is important to shape the intelligence of the child (Afriyenti & Mudinillah, 2021; Amrina, Mudinillah, & bin Mohd Noor, 2022; Mudinillah, 2019; Mudinillah & Afifah, 2022).

In line with the previous research Dandy saeful et al with the title The relationship of parenting with students' emotional intelligence (Amrina & Mudinillah, 2022). The results of the study found a relationship between parental parenting and student emotional intelligence From the above exposure researchers were interested in conducting research on different groups (Mudinillah, 2021; Mudinillah et al., 2021; Mudinillah, Asrori, et al., 2022; Salam et al., 2022).

RESEARCH METHODOLOGY

This research is a quantitative method research with a correlational type of research. The population and samples in this study were students of grades VII and VIII of SMP 4 Lintau lintau Regency buo north of Tanah Datar District. The emotional intelligence used by researchers in this study was put forward by Daniel Goleman with a reliability of 0.87. The data collection technique in this study is the emotional intelligence scale. The data analysis used in this study is product-moment correlation by conducting prerequisite tests, namely normality tests and linearity tests. The normality test was carried out using the Shapiro-Wilk technique. The reason for using this

technique is because the sample in this study was less than 50 people, namely 36 people. The linearity test in this study used ANOVA.

RESULT AND DISCUSSION

Before analyzing the data, researchers conducted prerequisite tests. Prerequisite tests are performed to determine the parametric and nonparametric hypothesis tests to be used. Data that are normally and linearly distributed will use parametric hypothesis testing. Researchers determine what hypothesis test is used after testing normality and linearity. The results of the normality test in this study stated that the data was normally distributed. This can be seen from the value of the significance of the parental parenting variable of 0.250 and emotional intelligence of 0.340. The results of the normality test as a prerequisite test, as shown in Table 1 below.

Table 1. Normality Test Results

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Patterning	.115	36	.200 [*]	.962	36	.250
Emotional intelligence	.132	36	.119	.967	36	.340

Based on the table above, it can be concluded that the two variables are normally distributed because the significant value of both variables is large from 0.05. Next test the linearity. The results of the linearity test in this study show that the data obtained are linear. This is in accordance with the hasil that tests the linearity of the two variables, namely $0.004 < 0.05$. There are linearly test results as shown in the following table.

Table 2. Linearity Test Results

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	213.221	1	213.221	9.395	.004 ^b
Residual	771.668	34	22.696		
Total	984.889	35			

The results of the linearity test showed that both variables were linear due to the significant value of both variables small from 0.05. Furthermore, a hypothesis test was carried out on the data obtained related to variables in emotional intelligence and parenting. The results of data analysis are as shown in the following table.

Table 3. Correlational Test Results

		Correlations	
		emotional intelligence	parenting
emotional intelligence	Pearson Correlation	1	.465**
	Sig. (2-tailed)		.004
	N	36	36
parenting	Pearson Correlation	.465**	1
	Sig. (2-tailed)	.004	
	N	36	36

Based on the results of the data analyst in the table above, the calculated r value is 0.465 with a significant value of 0.004. The significant value in this study was small from 0.05, which means that there is a significant relationship between the parenting variable and the emotional intelligence variable in students. Research shows that there is a significant relationship between parental parenting and emotional intelligence in students of SMP 4 Lintau Kec.Lintau Buo Utara, Tanah Datar Regency with a sign on the results is positive that the better the parenting applied by parents, the higher the emotional intelligence possessed by students. The results of this study are supported by previous research conducted by a study conducted by Wawan Ristiyadi et al with the title "The Relationship between Parental Example and Emotional Intelligence (EQ) in Children and Adolescents" in 2017 which states that there is a relationship between parental parenting and adolescent emotional intelligence at SMPN 1 Dau Malang This research shows that parenting is very influential on adolescent emotional intelligence depending on the pattern parenthood applied by parents.

Based on the results above, shows that there is a relationship between parenting and emotional intelligence in students even though parents at home have provided guidance, education, and nurturing their children, there are still students who are unable to control their own emotions, know the emotions of themselves and others, motivate themselves and build relationships with others. Students who get good parenting from parents will have high emotional intelligence. In the family there is such a thing as parental parenting.

Parenting is a structured rule applied by parents in guiding and nurturing supportive children in the same circumstances (Santrock, 2007). Parenting is a number of models or forms of changes in expression from parents that can affect the genetic potential inherent in individuals in an effort to maintain, care for, guide, foster and educate their children, both young and immature in order to become independent adult humans in the future (Anisa, 2011).

Parenting that is applied by parents greatly affects the child's development if inappropriate parenting will hinder the child's development because parenting can make the child's growth personally intelligent, spiritual, and emotional. Another opinion expressed reveals that parental parenting plays an important role in determining a child's emotional intelligence. The important role of parenting in children's emotional intelligence is because parenting will affect the development of children in the future. Inappropriate parenting will hinder the child's development. Parental parenting can

result in deviations in emotional intelligence in children (Nurasih, 2019; Rachmati, 2014; Pradipta, 2021; Hidayah, 2013)

Emotional intelligence is the ability to motivate oneself and persevere in the face of frustration, control impulses and not overdo it in pleasure, regulate moods and keep the burden of stress from paralyzing the ability to think, one of the factors that influence emotional intelligence is the family environment. Family life was the first school of studying emotions. Emotional Intelligence can be learned while the child is still an infant with examples of emotional expression. Emotional intelligence is one of the students' intelligence that really needs to be considered because it goes hand in hand with the development that occurs in individuals that will affect the next development. So the family, especially parents as the closest people, must develop the child's emotional intelligence as much as possible through parenting and behavior and emphasize more on the importance of feelings, self-control, and helping students to be able to overcome and recognize emotions without coercive actions (Saeful, 2018).

CONCLUSION

Based on the results of the study and discussion above, there is a significant relationship between parental parenting and emotional intelligence in students. The better the parenting style applied by the parents of the students, the higher the emotional intelligence the students have, and vice versa, the better the parenting style applied by the parents, the lower the emotional intelligence the students have.

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