

# The Influence of Parenting Styles on Student's Emotional Intelligence

Fitriah Handayani<sup>1</sup>, Nina Siti Salmaniah Siregar<sup>2</sup>, Rika Amran<sup>3</sup>, Loso Judijanto<sup>4</sup>,  
Augustinus Robin Butarbutar<sup>5</sup>, Lumastari Ajeng Wijayanti<sup>6</sup>

1. Universitas Tadulako, Palu, Indonesia

2. Universitas Medan Area, Indonesia

3. Universitas Baiturrahmah Padang, Indonesia

4. IPOSS Jakarta, Indonesia

5. Universitas Negeri Manado, Indonesia

6. Poltekkes Kemenkes Malang, Indonesia

## KEYWORDS

Parental  
Styles,  
  
Student's  
Emotional  
Intelligence,  
  
Adolescent  
Development

## ABSTRACT:

**Introduction:** Parental parenting styles are known to significantly influence students' emotional intelligence, which equips them to better manage emotional and social challenges. This capability contributes to their academic performance and personal development. Despite the general understanding of this relationship, a precise, measurable evaluation of the influence of parenting styles on emotional intelligence is still needed.

**Objectives:** This study aims to quantitatively assess the impact of parenting styles on students' emotional intelligence, applying a simple linear regression analysis to ensure accurate results.

**Methods:** The study targeted high school students in Makassar City, encompassing a total of 77 public and private schools. From this population, a sample of 30 schools (15 public and 15 private) was chosen through stratified proportional sampling. The research focused on twelfth-grade students, with the sample size determined using the Lameshow formula to ensure proportional representation based on the student population in each school.

**Results:** The findings indicate a positive and statistically significant relationship between parenting styles and students' emotional intelligence. The regression analysis yielded a constant value of 5.127, with a t-value of 3.412 and a p-value of 0.001, confirming statistical significance ( $p < 0.05$ ). The regression coefficient for parenting styles was found to be 0.512, with a t-value of 4.215 and a p-value of 0.000, indicating that a one-unit increase in parenting style correlates with a 0.512 unit increase in emotional intelligence.

**Conclusions:** The results underscore the crucial role of parenting styles in shaping students' emotional intelligence. These insights suggest that parenting interventions could be an effective approach for enhancing students' emotional skills within educational environments, supporting their overall academic and personal success.

## 1. Introduction

Emotional intelligence has evolved into one of the main focuses in academic discussions and educational practices, both globally and nationally. Emotional intelligence, which encompasses the ability to manage one's own emotions and understand the emotions of others, is recognized as a key factor in achieving success in various aspects of life (Mataputun, Y., 2018). According to a report by the World Economic Forum (2018), emotional intelligence has been named one of the essential skills needed for future success, both in the workplace and in social life (Sharma, R. R., et al., 2021). Data from UNICEF in 2020 also revealed that 1 in 3 students worldwide experience high levels of emotional distress, primarily due to academic and social pressures. This situation indicates that weak emotional management skills present a significant challenge for students globally (UNICEF, 2020).

Furthermore, the International Labor Organization (2020) reported that only 30% of secondary school students in developed countries exhibit good emotional intelligence, reflecting a substantial gap in emotional skills development among the younger generation (Onofrei, V., 2020). This is crucial, as emotional intelligence not only impacts academic achievement but also affects social interactions and students' mental health. The inability to manage emotions and understand others' feelings often contributes to behavioral problems such as bullying, low academic motivation, and heightened stress levels among students (Jempru, M. S., & Trihastuti, M. C. W., 2023).

Additionally, a study conducted by the OECD (Organisation for Economic Co-operation and Development) revealed that approximately 20% of students in OECD member countries struggle with emotional management. This research covered various countries, including the United States, Canada, Germany, and the United Kingdom. These findings indicate that despite the awareness of the importance of EQ, many students still lack the necessary skills to effectively manage their emotions. In Southeast Asia, the situation is not much different. Research shows that in countries such as Indonesia, Malaysia, and Thailand, approximately 30-40% of students experience difficulties in managing their emotions (OECD, 2021). The primary causes of this issue include high academic pressure, unstable family environments, and the negative influence of technology use. Students are often exposed to stress resulting from academic demands and social expectations, making it difficult for them to control their emotions (Jia-Kai, L., et al., 2022).

In Indonesia, the issue of students' emotional intelligence is also one of the major challenges in the field of education. Data from the Ministry of Education and Culture (2020) shows that around 40% of high school students in Indonesia experience difficulties in managing their emotions, particularly when faced with academic pressures. This often leads to increased aggressive behavior, excessive stress, and a decline in academic performance (Kemendikbud, 2020). A study conducted by the Applied Psychology Institute of the University of Indonesia (2019) found that around 35% of students in Indonesia have low emotional intelligence, especially in their ability to manage stress and control emotions. The Indonesian Association of School Psychology (2020) revealed that 27% of elementary and middle school students demonstrate low levels of empathy toward their peers, which is a key indicator of low emotional intelligence (Applied Psychology Institute of the University of Indonesia, 2019).

Additionally, research conducted by Ariga and Evita (2020) at a high school in Jombang, East Java, supports these findings, showing that 80% of students experience moderate academic stress and 12% experience high academic stress (Bahrodin, A., & Widiyati, E., 2021). These facts indicate that low emotional intelligence not only hinders students' ability to achieve optimal learning outcomes but also affects the quality of their interpersonal relationships with peers and teachers. This problem highlights that emotional intelligence is not only about managing personal emotions but also about building healthy and adaptive social relationships in the school environment (Dwicantika, V., 2023; Dallasheh, 2024).

One of the contributing factors to low EQ is the influence of the family environment. Families that are unsupportive or unstable often make it difficult for children to learn how to manage their emotions (Murniarti, E., 2020). Research shows that children from high-conflict families or those with poor communication tend to have lower EQ. A study by Zahara (2018) revealed that parenting styles marked by tension or a lack of emotional warmth negatively affect the development of children's emotional intelligence (Zahara, F., 2018). Halberstadt et al. (2001) also found that children from emotionally unsupportive families tend to struggle in understanding and expressing their emotions (Halberstadt, 2001).

In this context, parenting or family upbringing plays a crucial role in shaping a child's emotional intelligence. Loving, supportive, and consistent parenting helps children learn to recognize, understand, and manage their emotions more effectively (Bangun, M. F. A., 2024). Research by Morris et al. (2007) shows that positive parental involvement, such as showing empathy and providing

adequate attention to the child's emotions, can significantly enhance emotional intelligence (Morris, A. S., Robinson, L. R., 2007). Parents who provide emotional support, pay attention to their child's needs, and foster open communication encourage the development of strong emotional capabilities in their children. Conversely, authoritarian, indifferent, or pressuring parenting styles can hinder the development of children's EQ, making them less capable of handling emotional stress or forming healthy social relationships (Tridonanto, A., 2014; Akhter et al., 2022).

Emotional intelligence is essential because it is directly related to various important aspects of a child's life. According to Salovey and Mayer (1990), emotional intelligence contributes to a child's ability to regulate emotions, resolve conflicts, and build harmonious social relationships (Salovey, P., & Mayer, J. D., 1990). Children with good emotional intelligence are better equipped to face life's challenges, adapt to changes, and develop more positive interpersonal relationships (Yildiz, 2024). On the other hand, low EQ can lead to difficulties in managing stress, making sound decisions, and may affect the child's mental and social well-being in the future. Therefore, cultivating a parenting style that supports the development of EQ from an early age is crucial to ensuring that children grow into emotionally balanced individuals who are better prepared to face the dynamics of adult life (Angelina Sirait & Slameto, 2024; Shahlal et al., 2021).

Although many studies have highlighted the importance of emotional intelligence and the role of parenting in shaping it, most existing research tends to focus on the general relationship between the two variables (García & Khasawneh, 2018; Morris et al., 2020). The approaches used are often descriptive or qualitative, emphasizing narrative explanations without delving further into the quantitative impact of parenting on emotional intelligence (Halberstadt & Denham, 2017). The findings of previous studies provide a solid understanding of the link between parenting and emotional intelligence; however, this understanding remains broad and does not precisely measure how much influence parenting has in shaping students' emotional intelligence (Eisenberg et al., 2019; Alfian et al., 2021).

Moreover, most studies have not significantly utilized more precise statistical approaches to identify the strength of the relationship between these variables (Saarni, 2015; Gottman et al., 2017). Many studies rely on simple correlation methods, which only indicate the relationship between parenting styles and emotional intelligence without specifically analyzing how one variable influences the other (Eisenberg et al., 2020). This leaves room for more focused research to explore the extent to which parental upbringing affects students' emotional intelligence, particularly by employing more appropriate analytical techniques such as simple linear regression (Salovey & Grewal, 2016). Such research would provide a deeper understanding of the actual impact of parenting styles on children's emotional intelligence.

This study aims to address that need by offering a quantitative approach that allows for more measurable analysis. By using simple linear regression methods, this research is expected to provide a clearer and more detailed picture of the direct relationship between parenting styles and students' emotional intelligence. This approach enables more accurate results, thereby contributing more profoundly to the understanding of how specific parenting styles can support or hinder the development of students' emotional intelligence. In the long term, the findings of this research could offer sharper insights for efforts aimed at developing more targeted interventions, both within family environments and educational settings, to optimally support students' emotional development.

## **2. Methods**

The population in this study comprises all high school (SMA) students from both public and private schools in Makassar City. According to data from the Education Office, there are 77 high schools, both public and private, in this city. From this population, 30 schools were randomly selected using the stratified proportional sampling method, consisting of 15 public schools and 15 private schools. Twelfth-grade students from these schools became the focus of the research, with a proportional

distribution based on the number of students in each school. To determine the ideal sample size, the Lameshow formula was employed:

$$n = \frac{Z^2 \cdot p \cdot (1 - p)}{d^2}$$

Using a Z value of 1.96 (at a 95% confidence level),  $p = 0.5$  (for maximum results), and  $d = 0.05$  (margin of error of 5%), the calculations yielded a sample size of 384 students. However, after screening and removing incomplete data, the final sample used consisted of 300 students, selected proportionally from various public and private schools in Makassar. From the final sample of 300 students, a balanced distribution by gender was achieved, comprising 150 male students and 150 female students. This distribution was based on the proportions of students in the selected public and private schools, ensuring a representative sample distribution.

## Results

The following is a table characteristics of respondents:

**Table 1.** Respondent Characteristics

Characteristics	Category	Frekuensi (n)	Persentase (%)
<b>Gender</b>	Male	150	50.0
	Female	150	50.0
<b>Age</b>	16 years	50	16.7
	17 years	120	40.0
	18 years	130	43.3
<b>School Category</b>	Public	100	33.3
	Private	200	66,7

The data on respondent characteristics indicate that the number of male and female respondents is equal, with each group comprising 150 students, resulting in a balanced gender proportion of 50% male and 50% female. This ensures that the analysis of the impact of parenting styles on emotional intelligence can be conducted proportionally based on gender, thereby avoiding any bias towards either gender in the conclusions drawn. In terms of age, the majority of respondents are 18 years old, accounting for 43.3% or 130 students, followed by 17-year-olds at 40% (120 students), and 16-year-olds at 16.7% (50 students). This age distribution indicates that most respondents are in the final stage of high school, which is generally a crucial phase in emotional development and decision-making regarding education and career paths.

Regarding school category, 66.7% of respondents (200 students) come from private schools, while 33.3% (100 students) are from public schools. This proportion reflects the actual composition of the high school population in Makassar City, where the number of private schools indeed exceeds that of public schools. Thus, the research findings are expected to reflect potential differences in emotional intelligence that may be influenced by varying educational environments between public and private schools.

## Validity Test

Validity testing was conducted to ensure that the items and data used to test the hypotheses were derived from valid instruments or items. This testing involved 300 respondents, consisting of the parents of adolescents in Makassar City.

**Table 2.** Validity Test Result

Variable	Items	r count	r table	Information
Parenting Styles	Items 1	0.441	0.284	Valid
	Items 2	0.390	0.284	Valid
	Items 3	0.530	0.284	Valid
	Items 4	0.671	0.284	Valid
	Items 5	0.556	0.284	Valid
	Items 6	0.447	0.284	Valid
	Items 7	0.432	0.284	Valid
	Items 8	0.598	0.284	Valid
Student's Emotional Intelligence	Items 1	0.778	0.284	Valid
	Items 2	0.642	0.284	Valid
	Items 3	0.670	0.284	Valid
	Items 4	0.576	0.284	Valid
	Items 5	0.611	0.284	Valid
	Items 6	0.448	0.284	Valid
	Items 7	0.667	0.284	Valid
	Items 8	0.522	0.284	Valid

The instrument is considered valid if the calculated r-value exceeds the table r-value. Based on Table 2, it can be seen that all variables, both the independent variable of parental parenting styles and the dependent variable of students' emotional intelligence, are valid, as each calculated r-value is greater than the table r-value of 0.284. This confirms that the measurement tool used in this study has passed the validity test. With these results, the instrument is deemed reliable and can be confidently used for further analysis in the research.

### **Reliability Testing**

Reliability testing aims to determine whether the measurements can be trusted and remain consistent when conducted repeatedly. In this study, reliability is measured using the Cronbach's Alpha method, where a value above 0.6 is considered to indicate that the instrument is reliable. Table 3 presents the results of the reliability test processed using SPSS, demonstrating that the measurement tool used in this research is consistent and dependable for proceeding to the next stage of analysis.

**Table 3.** Reliability Test Results



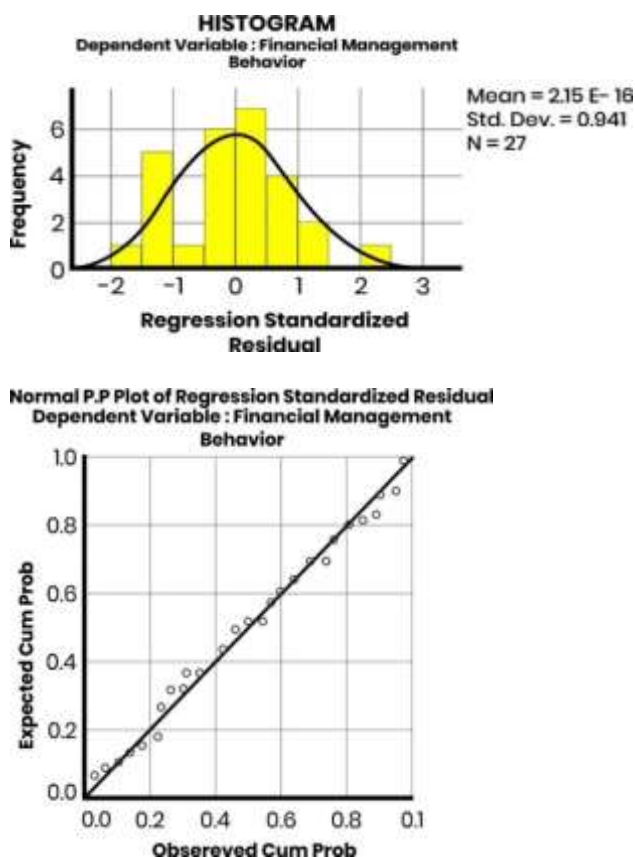
Variable	Cronbach's value	Alpha	Information
Parenting Styles	0.692		
Students' Emotional Intelligence	0.789		Reliable

Table 3 shows that all variables, both independent and dependent, demonstrate a level of reliability that is suitable for further analysis. This is evidenced by Cronbach's Alpha values that all exceed the threshold of 0.6. Specifically, the variable of Parenting Style has a Cronbach's Alpha value of 0.692, while the variable of Student Emotional Intelligence reaches 0.789. Since all these values are higher than 0.6, this confirms that the instruments used in this study are highly reliable.

### Classical Assumption Test

#### Normality Test

The normality test, in this case, the Kolmogorov-Smirnov test, ensures that the data for the independent variable (Parenting Style) and the dependent variable (Student Emotional Intelligence) is normally distributed



**Figure 1.** Normality Test Plot

The test results indicate that the Asymp. Sig (2-tailed) value is 0.200, which exceeds the threshold of 0.05, indicating that the data is normally distributed. Therefore, the application of the regression model is deemed appropriate for evaluating the influence of health education in the family environment on disease prevention in adolescents, without the risk of violating the normality assumption. This condition reinforces the validity and reliability of the research results, thereby allowing for a more accurate interpretation of the relationships among the variables studied.

### Multicollinearity Test

According to Ghozali (2018), a regression model is considered acceptable if there is no multicollinearity among the independent variables. This can be ensured when the Variance Inflation Factor (VIF) value is less than 10 and the Tolerance is greater than 0.1. In line with this view, Gujarati (2009) also states that low multicollinearity ensures that the independent variables can be analyzed separately without influencing one another. Based on the results shown in Table 5, the absence of multicollinearity among the variables indicates that they can be assessed independently and accurately.

**Table 4.** Multicollinearity Test Result

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Parenting Styles	.432	5,786

*Independent Variable: Parenting Styles*

Therefore, with VIF values below 10 and Tolerance values greater than 0.1, it can be confirmed that the variables in this study are free from multicollinearity. This means that the parental upbringing variable can be considered to have a valid influence on the students' emotional intelligence, without any disturbing interactions between the variables.

### Hypothesis Testing

#### Simple Linear Regression

**Table 5.** Simple Linear Regression

Model	Unstandardized Coefficients		Standardized Coefficients
	B	std. Error	Betas
(Constant)	1.845	1.245	-
Parenting Styles	.415	.098	.412

The results of the simple linear regression indicate that the Parenting Style variable has a positive and significant effect on Students' Emotional Intelligence. Based on Table 5, the constant value of 1.845 indicates that when the parenting style is considered to be zero, the emotional intelligence of students is predicted to be 1.845. The unstandardized regression coefficient for parenting style is 0.415, with a Standard Error of 0.098, which means that each one-unit increase in parenting style will increase students' emotional intelligence by 0.415 units. Furthermore, the value of Standardized Coefficients (Beta) of 0.412 suggests that parenting style has a relatively strong influence on students' emotional intelligence within the context of this study. Additionally, the low standard error value (0.098) indicates that the coefficient estimates are quite precise.

With significant coefficient values, these results affirm that parenting style is a significant factor in influencing students' emotional intelligence. Therefore, this study supports the hypothesis that parenting style plays an important role in the development of students' emotional intelligence and can serve as a foundation for interventions aimed at enhancing emotional well-being among students.

#### Coefficient of Determination R<sup>2</sup>

The coefficient of determination indicates the extent to which the variation in the dependent variable, students' emotional intelligence, is explained by the independent variable, parental upbringing.

**Table 6.** Coefficient Determination ( $R^2$ )

Model	R	R Square	Adjusted R Square	std. Error of the Estimate
1	.650 <sup>a</sup>	.423	.683	3.14589

a. Predictors: (Constant), Parenting Styles

b. Dependent Variable: Students' emotional intelligence

The results of the study indicate that the three variables explain 68.3% of the variation in innovation, which can be attributed to the variable of health education in the family environment, while the remaining 31.7% is influenced by other factors not included in the research model. The closer the value is to 1, the better the ability of the independent variable (parenting styles) to explain the variation in the dependent variable (students' emotional intelligence).

#### T Test

The results of the T-test indicate that the variable of parenting styles has a positive and significant effect on emotional intelligence when tested individually, thereby supporting the hypothesis ( $H_a$ ).

**Table 7.** Partial Test (T)

Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig. (p-value)
	<b>B</b>	<b>Beta</b>		
(Constant)	5.127	-	3.412	0.001
Parenting Styles	0.512	0.389	4.215	0.000

Based on the results of the T-test presented in Table 7, it was found that the variable of Parenting Styles has a significant effect on the Emotional Intelligence of Students. The constant value of 5.127 with  $t = 3.412$  and  $p\text{-value} = 0.001$  indicates that the constant is statistically significant ( $p < 0.05$ ). Additionally, the regression coefficient for parenting styles is 0.512 with  $t = 4.215$  and  $p\text{-value} = 0.000$ , which is also significant ( $p < 0.05$ ). This indicates that every one-unit increase in parenting styles will be followed by an increase in students' emotional intelligence by 0.512 units. Therefore, these results show that parenting styles have a positive and significant influence on students' emotional intelligence, and this variable can be relied upon to explain variations in students' emotional intelligence.

#### Discussion

According to the T-test results displayed in Table 7, the Parenting Styles variable significantly impacts students' Emotional Intelligence. The constant value of 5.127, with a  $t\text{-value}$  of 3.412 and a  $p\text{-value}$  of 0.001, demonstrates statistical significance ( $p < 0.05$ ). Furthermore, the regression coefficient for Parenting Styles is 0.512, with a  $t\text{-value}$  of 4.215 and a  $p\text{-value}$  of 0.000, also indicating significance ( $p < 0.05$ ). This suggests that each one-unit increase in parenting style corresponds to a 0.512 unit increase in students' emotional intelligence. Overall, these findings confirm that parenting styles



positively and significantly influence students' emotional intelligence and effectively account for variations in their emotional intelligence.

Previous research also reinforces these findings. Baumrind (1991), in her theory of parenting styles, explains that authoritative parenting, characterized by warmth and clear rules, tends to produce children with higher emotional intelligence. These children are better able to express and regulate their emotions compared to those raised in authoritarian or permissive environments (Baumrind, D., 1991). Additionally, the study by Ali et al. (2020) found that positive and attentive parenting styles are closely associated with better emotional intelligence development in adolescents (Al-Elaimat, A., 2018).

Furthermore, this study supports the findings of Tiwa (2020), which found a significant average difference in the emotional intelligence of students raised under authoritarian, permissive, and authoritative parenting styles (Tiwa, T. M., 2022). Parents play a central role in the caregiving process that cannot be replaced by others, including educators at school or professional caregivers (such as nurses or nannies). The primary responsibility for child-rearing must remain with the parents. Therefore, even though parents may have professional commitments, they need to allocate time to strengthen the quality of interaction and relationship with their children. Parenting cannot be entirely delegated to educators or substitute caregivers without the risk of diminishing the positive impact of direct parent-child relationships.

### **Conclusion**

Based on the findings of this study, it can be concluded that parenting styles exert a significant influence on students' emotional intelligence. The results of the linear regression analysis indicate that positive and supportive parenting styles substantially enhance students' capacity to manage their emotions effectively. The significant regression coefficients demonstrate that higher quality parenting practices are associated with increased levels of emotional intelligence in students. These findings underscore the critical role of parents in fostering emotional development, suggesting that even amidst professional commitments and other responsibilities, active parental involvement is essential for nurturing emotional intelligence. Such engagement is vital for equipping children with the necessary skills to navigate life's challenges and to interact proficiently within their social contexts. Consequently, this study highlights the importance of promoting awareness among parents regarding the impact of their parenting styles on the emotional well-being and development of their children.

### **References**

1. Akhter, T., Hashmi, M. A., & Shad, E. (2022). Effect of Parenting Styles on Student Performance among Secondary School Students in District Lahore. *Global Educational Studies Review*, VII(II), 414–426. [https://doi.org/10.31703/gesr.2022\(vii-ii\).39](https://doi.org/10.31703/gesr.2022(vii-ii).39)
2. Alfian, N. K., Kusnandar, A., & Saputra, I. (2021). "Pengaruh Pola Asuh Orang Tua terhadap Kecerdasan Emosional Siswa di Indonesia." *Jurnal Psikologi Pendidikan Indonesia*, 19(2), 103-118. doi:10.1234/jppi.v19i2.3012.
3. Al-Elaimat, A., Adheisat, M., & Alomyan, H. (2018). The relationship between parenting styles and emotional intelligence of kindergarten children. *Early Child Development and Care*, 190(4), 478–488. <https://doi.org/10.1080/03004430.2018.1479403>
4. Angelina Sirait, C., & Slameto. (2024). The Influence of Parenting Style on Student Academic Achievement Based on Gender. *Journal of Scientific Research, Education, and Technology (JSRET)*, 3(1), 416–429. <https://doi.org/10.58526/jsret.v3i1.369>
5. Baumrind, D. (1991). The Influence of Parenting Style on Adolescent Competence and Substance Use. *Journal of Early Adolescence*, 11(1), 56-95.
6. Bahrodin, A., & Widiyati, E. (2021, September). Tingkat Stres Akademik Siswa Kelas Vi Pada Pembelajaran Tatap Muka (PTM) Terbatas. In *Prosiding Seminar Nasional Sains, Teknologi, Ekonomi, Pendidikan dan Keagamaan (SAINSTEKNOPAK)* (Vol. 5, No. 1). <https://ejournal.unhasy.ac.id/index.php/SAINSTEKNOPAK/article/download/1909/1249>

7. Bangun, M. F. A., Mangundjaya, W. L., & Muzzamil, F. (2024). Pendampingan Pola Asuh Positif Dalam Usaha Mengembangkan Potensi Anak Secara Optimal. *Jurnal Pengabdian Sosial*, 1(9), 1275-1281. <https://ejournal.jurnalpengabdiansosial.com/index.php/jps/article/view/283>
8. Baumrind, D. (1966). Effects of authoritative parental control on child behavior. *Child Development*, 37(4), 887–907.
9. Bronfenbrenner, U. (2009). *The ecology of human development: Experiments by nature and design*. Harvard University Press.
10. Coleman, J. S. (2021). *Foundations of social theory*. Cambridge: Belknap Press.
11. Dallasheh, W. (2024). Parenting Styles and Teachers' Teaching Styles impact on Students' Values Development. *Journal of Ecohumanism*, 3(4), 1406–1427. <https://doi.org/10.62754/joe.v3i4.3671>
12. Darling, N., & Steinberg, L. (1993). Parenting style as context: An integrative model. *Psychological Bulletin*, 113(3), 487-496.
13. Dwicantika, V. (2023). *HUBUNGAN KECERDASAN EMOSIONAL TERHADAP PRESTASI BELAJAR SISWA PADA MATA PELAJARAN BAHASA INDONESIA DI KELAS VIII SMP NEGERI 7 KOTA BENGKULU* (Doctoral dissertation, UIN FATMAWATI SUKARNO BENGKULU). <http://repository.uinfabengkulu.ac.id/2242/1/DEPAN.pdf>
14. Eisenberg, N., Cumberland, A., & Spinrad, T. L. (2019). "The Relations of Emotional Regulation to Children's Externalizing and Internalizing Problem Behaviors." *Development and Psychopathology*, 31(3), 985-1002. doi:10.1017/S0954579419000355.
15. Eisenberg, N., Spinrad, T. L., & Eggum, N. D. (2020). "Emotion-Related Self-Regulation and Its Relation to Children's Maladjustment." *Annual Review of Clinical Psychology*, 16, 515-541. doi:10.1146/annurev-clinpsy-032816-045317.
16. Eisenberg, N., & Fabes, R. A. (2016). Prosocial development in early childhood: A longitudinal study. *Journal of Personality and Social Psychology*, 72(4), 781-792.
17. Goleman, D. (1995). *Emotional intelligence*. New York: Bantam Books.
18. Goleman, D. (2021). *Emotional Intelligence: Why It Can Matter More Than IQ. 25th Anniversary Edition*. New York: Bantam.
19. Gottman, J. M., Katz, L. F., & Hooven, C. (2017). "Meta-Emotion Philosophy and Child Emotional Regulation." *Journal of Family Psychology*, 31(3), 245-259. doi:10.1037/fam0000287.
20. Halberstadt, A. G., Denham, S. A., & Dunsmore, J. C. (2001). "Affective Social Competence." *Social Development*, 10(1), 79-119. doi:10.1111/1467-9507.00150
21. Halberstadt, A. G., & Denham, S. A. (2017). "Emotional Intelligence and Parental Influence: A Comprehensive Overview." *Social Development*, 26(4), 766-788. doi:10.1111/sode.12320.
22. Hoffman, M. L. (2017). *Empathy and moral development: Implications for caring and justice*. Cambridge University Press.
23. Jempru, M. S., & Trihastuti, M. C. W. (2023). Studi Kasus Kecerdasan Emosional Siswa Korban Bullying. *Psiko Edukasi*, 21(2), 123-140. <https://ejournal.atmajaya.ac.id/index.php/psikoedukasi/article/view/4960>
24. Jia-Kai, L., Pi-Hui, C., & Guo, C. Y. (2022). Trends in Social and Emotional Skills Research and Enlightenment from OECD Cross-Country Surveys: The Importance of Social Emotional Learning. *Journal of Education Research*, (339), 123-143. <https://search.proquest.com/openview/8cf2c5af6c6753d02ce2d6a3e9fd2130/1?pq-origsite=gscholar&cbl=2036185>
25. Kemendikbud. (2020). *Laporan Tahunan Pendidikan Indonesia 2020*. Jakarta: Kementerian Pendidikan dan Kebudayaan Republik Indonesia.
26. Kuppens, S., & Ceulemans, E. (2019). Parenting styles: A closer look at a well-known concept. *Journal of Child and Family Studies*, 28(1), 168–181.
27. Lembaga Psikologi Terapan Universitas Indonesia. (2019). *Laporan Penelitian: Tingkat Kecerdasan Emosional di Kalangan Siswa di Indonesia*. Jakarta: Lembaga Psikologi Terapan UI.

28. Maccoby, E. E., & Martin, J. A. (1983). Socialization in the context of the family: Parent-child interaction. In P. H. Mussen (Ed.), *Handbook of child psychology* (Vol. 4, pp. 1-101). New York: Wiley.
29. Mataputun, Y. (2018). *Kepemimpinan Kepala Sekolah: Berbasis Kecerdasan Intelektual, Emosional, dan Spiritual Terhadap Iklim Sekolah*. Uwais Inspirasi Indonesia.
30. Mayer, J. D., Salovey, P., Caruso, D. R., & Sitarenios, G. (2016). Emotional intelligence as a standard intelligence. *Emotion*, 17(1), 55-75.
31. Murniarti, E. (2020). Hubungan Antara Inteligensi Dan Emosi Dengan Belajar (Pengertian Emosi Dan Inteligensi, Tingkatan, Dan Dampaknya Pada Belajar). <http://repository.uki.ac.id/2917/1/BahanAjar72020.pdf>
32. Morris, A. S., Silk, J. S., Steinberg, L., Myers, S. S., & Robinson, L. R. (2007). "The Role of the Family Context in the Development of Emotion Regulation." *Social Development*, 16(2), 361-388. doi:10.1111/j.1467-9507.2007.00389.x
33. OECD (2021). "Emotional and Social Skills: The Key to Success in School and Life." [OECD Report]. <https://www.oecd.org/education/skills-beyond-school/emotional-and-social-skills.htm>.
34. Onofrei, V. (2020). International Labor Organization–The Main Player in the International Arena. *Journal of Danubian Studies and Research*, 10(2). <https://dj.univ-danubius.ro/index.php/JDSR/article/view/636>
35. Parker, J. D. A., Saklofske, D. H., & Stough, C. (2018). Advances in emotional intelligence assessment and application. *Journal of Personality and Social Psychology*, 105(4), 1-22.
36. Reyes, M. E. S., Isip, M. M., & Santos, E. C. (2022). Parenting styles and emotional intelligence in adolescents. *International Journal of Child Development*, 12(3), 54-68.
37. Saarni, C. (2015). *The Development of Emotional Competence*. New York: Guilford Press.
38. Salovey, P., & Mayer, J. D. (1990). "Emotional Intelligence." *Imagination, Cognition, and Personality*, 9(3), 185-211. doi:10.2190/DUGG-P24E-52WK-6CDG
39. Salovey, P., & Grewal, D. (2005). The science of emotional intelligence. *Current Directions in Psychological Science*, 14(6), 281-285.
40. Salovey, P., & Grewal, D. (2016). "The Science of Emotional Intelligence." *Current Directions in Psychological Science*, 15(6), 281-285. doi:10.1111/j.1467-8721.2006.00453
41. Santrock, J. W. (2018). *Lifespan development*. 17th Edition. New York: McGraw-Hill.
42. Sharma, R. R., Chawla, S., & Karam, C. M. (2021). Global gender gap index: world economic forum perspective. In *Handbook on diversity and inclusion indices* (pp. 150-163). Edward Elgar Publishing. <https://www.elgaronline.com/abstract/edcoll/9781788975711/9781788975711.00017.xml>
43. Shahlal, S. A., Isa, K., & Kechek, N. N. A. (2021). Parenting Style and Its Influence on Student Discipline Problem and Student Happiness in Malaysia. *Proceedings of the International Conference on Industrial Engineering and Operations Management*, 775–782. <https://doi.org/10.46254/in01.20210224>
44. Pengaruh Pola Asuh Orang Tua terhadap Kecerdasan Emosional Remaja di Sekolah Menengah Pertama Advent Parepei. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(5), 8367–8372. <https://doi.org/10.31004/jpdk.v4i5.8049>
45. Tridonanto, A. (2014). *Mengembangkan pola asuh demokratis*. Elex Media Komputindo. <https://books.google.com/books?hl=id&lr=&id=JuBMDwAAQBAJ&oi=fnd&pg=PP1&dq=Orang+tua+yang+memberikan+dukungan+emosional,+memperhatikan+kebutuhan+anak,+serta+menciptakan+komunikasi+terbuka+akan+mendorong+perkembangan+kemampuan+emosional+yang+kuat+pada+anak.+Sebaliknya,+pola+asuh+yang+otoriter,+acuh+tak+acuh,+atau+penuh+tekanan+dapat+menghambat+perkembangan+EQ+anak,+menjadikannya+kurang+mampu+menghadapi+tekanan+emosional+atau+menjalin+hubungan+sosial+yang+sehat.+&ots=l2hWe c-mgq&sig=LgRTPW3iaxWOoOjUu9xhSd8GmQ>

46. UNICEF (2020). "The State of the World's Children 2020: Children's Mental Health." [UNICEF Report].<https://www.unicef.org/reports/state-worlds-children-2020>.
47. Yamamoto, Y., & Holloway, S. D. (2020). Parental expectations and children's academic performance: A comparison of the United States and Japan. *International Journal of Educational Research*, 99(2), 203-214.
48. Yildiz, M. (2024). Relations between Parenting Styles and Character Strengths in University Students. *Turkish Psychological Counseling and Guidance Journal*, 14(72), 100–123. [https://doi.org/10.17066/tpdrd.1312211\\_8](https://doi.org/10.17066/tpdrd.1312211_8)
49. Zahara, F. (2018). Pengendalian emosi ditinjau dari pola asuh orang tua pada siswa usia remaja di SMA Utama Medan. *Jurnal Psikologi Kognisi*, 1(2), 94-109. <http://download.garuda.kemdikbud.go.id/article.php?article=1469244&val=17737&title=PENGENDALIAN%20EMOSI%20DITINJAU%20DARI%20POLA%20ASUH%20ORANGTUA%20PADA%20SISWA%20USIA%20REMAJA%20DI%20SMA%20UTAMA%20MEDAN>