

The Correlation Between Democratic Parenting Styles and Emotional Intelligence in Students

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Abstract: This study examines the correlation between democratic parenting patterns and emotional intelligence of SMA Nurul Hasanah Medan students. Emotional intelligence plays an important role in students' ability to face academic, social, and personal challenges. Democratic parenting patterns characterized by a balance between parental support and firm boundaries are thought to have a positive influence on emotional intelligence, especially during adolescence, which is a very important stage of development. This study used a quantitative method with a Total Sampling Technique involving 40 participants. The results showed a strong positive correlation between democratic parenting patterns and emotional intelligence, with a correlation coefficient (r_{xy}) of 0.899 and a significance value of $p = 0.000$ ($p < 0.05$). These results strengthen the research hypothesis. Hypothetical and empirical values indicate that democratic parenting patterns and emotional intelligence are both moderate, with average empirical values (98.05 and 125.85, respectively) exceeding their hypothetical average values (90 and 115). Further research identified that democratic parenting contributed 80.9% to the variance in emotional intelligence, while the remaining 19.1% was influenced by other factors such as household harmony, school environment, peer interaction, teacher and parent guidance, parental habits, and overall physical health. These findings underscore the importance of democratic parenting in shaping students' emotional intelligence. Educational institutions and parents can collaborate to promote parenting practices that foster emotional growth and resilience.

Keywords: Democratic Parenting, Emotional Intelligence, Students.

INTRODUCTION

Emotional intelligence refers to the ability to motivate oneself, regulate emotions, endure frustration, and balance pleasure and sadness, allowing one to manage moods effectively so that stress does not hinder cognitive abilities or empathy. It encompasses self-awareness, self-control, self-motivation, empathy, and social skills, which enable individuals to maintain emotional stability and interact harmoniously (Oktavia & Sriyono, 2024). Emotional intelligence is reflected in how students can present themselves positively, express emotions appropriately, adapt to their environment, control feelings, and communicate emotions effectively according to the context and conditions, fostering smooth and effective social interactions (Lestari et al., 2019).

Emotional intelligence development is significantly influenced by parenting styles, which play a pivotal role in stimulating a child's emotional potential. Parenting practices determine a child's character, personality, and attitudes (Harwood & Knight, 2015). Effective parenting provides a strong foundation for emotional growth, behavior regulation, moral and social value development, and character building (Nurfaidah et al., 2023). Parenting, derived from the words "pattern" and "fostering," implies a structured system of nurturing, caring for, and educating children to help them achieve self-discipline and maturity in a well-guided manner (Oktavia & Sriyono, 2024).

For emotional intelligence to function optimally, individuals must recognize their own and others' emotions, establish meaningful relationships, and exhibit self-control (Drigas & Sideraki, 2021). This research aims to assess the level of emotional intelligence among students at SMAS Nurul Hasanah Medan and explore the relationship between democratic parenting styles and emotional intelligence. The findings are expected to contribute to a better understanding of how parenting methods influence emotional intelligence and provide actionable insights for parents and educators (Gentina et al., 2018).

The study is driven by observed issues among some students at SMAS Nurul Hasanah Medan, such as difficulty understanding others' feelings, mismanaging emotions in varying contexts, limited social interaction skills, low empathy, lack of self-confidence, and dependence on others. The primary objective of this research is to examine the relationship between the application of democratic parenting and students' emotional intelligence at SMAS Nurul Hasanah Medan (Munjin & Windariyati, 2021).

The benefits of this research are multifaceted. Firstly, it aims to enhance knowledge about the role of democratic parenting in fostering emotional intelligence, offering practical recommendations for parents to adopt more effective parenting strategies (Drigas & Sideraki, 2021). Secondly, it can serve as a reference for educational institutions in developing programs that promote students' emotional and social well-being. Lastly, this research is expected to provide a foundation for further studies on emotional intelligence and its determinants, contributing to broader efforts to improve student development and interpersonal competence.

MATERIALS AND METHODS

The type of research used in this study is a quantitative approach. The population in this study were all students at SMA Nurul Hasanah Medan, totaling 40 students. The sampling technique in this study used total sampling. In determining the results of this study, a data collection methodology was used using the democratic parenting scale and the emotional intelligence scale. This research was conducted at Nurul Hasanah Medan High School which is located at Jl. Letjend Jamin Ginting No. 314 Medan, Padang Bulan, Kec. Medan Baru, Medan City Prov. North Sumatra. This research was conducted on all students of SMA Nurul Hasanah Medan.

This study uses Cronbach's validity, which tests that the coefficient of an item discrimination power is considered satisfactory if it ranges from 0.30 to 0.50. However, if the differential power of an item is less than 0.30, it can be said that the item is unsatisfactory or inadequate (Sriwati et al., 2024).

The reliability coefficient with a number of 0.000-0.200 means that the interpretation of reliability is very low, if the number 0.200-0.400 means the interpretation of low reliability, if the number 0.400-0.600 means the interpretation of medium reliability, if the number 0.600-0.800 then the interpretation is quite however if the number 0.800-1.000 means the interpretation of high reliability. A scale is said to be more reliable if, in its measurement, a reliability coefficient is obtained with a number close to 1.000, and vice versa; a scale is said to be less reliable if, in the measurement, a smaller reliability coefficient is obtained close to 0.000 (Sriwati et al., 2024).

RESULTS AND DISCUSSION

Validity and Reliability Test of Measuring Tools

Test the validity and reliability of measuring instruments using SPSS Version 25 for decision-making criteria. Test the validity of the emotional intelligence scale items and the democratic

parenting scale obtained based on the Corrected Item-Total Correlation score (Israel et al., 2023). If the Corrected Item-Total Correlation score obtained is > 0.300 , then the item is declared valid. Meanwhile, if the Corrected Item-Total Correlation score obtained < 0.300 , then the item is declared invalid.

Emotional Intelligence Scale Validity Test Results

Based on the results of the validity test of the emotional intelligence measuring instrument from 48 items, there are 2 items that are invalid; the invalid items are 3 and 4, so the valid items total 46 items with a coefficient value that moves from 0.325 to 0.797. The following is a distribution table of valid and canceled items from the emotional intelligence scale shown in Table 4.3 as follows:

Table 1. Emotional Intelligence Scale Distribution After the Pilot Test

Aspects	Valid		Fall	
	F	IF	F	UF
Self-awareness	1, 9, 17, 25, 33, 41	5, 13, 21, 29, 37, 45	-	-
Social awareness	2, 10, 18, 26, 34, 42	6, 14, 22, 30, 38, 46	-	-
Organize yourself	11, 19, 27, 35, 43	7, 15, 23, 31, 39, 47	3	-
Social skills	12, 20, 28, 36, 44	8, 16, 24, 32, 40, 48	4	-
Total	46 Items		2 Items	

Emotional Intelligence Reliability Test Results

A reliability test is a tool for measuring a questionnaire, which is an indicator of a variable or construct. The results of the emotional intelligence reliability test are shown in Table 2. as follows:

Table 2. Reliability Statistics of Emotional Intelligence

<i>Cronbach's Alpha</i>	<i>N of Items</i>
,955	48

As seen from the table above, the reliability test results using Cronbach's Alpha are 0.955 with 48 items. If the Cronbach's Alpha value > 0.60 , the questionnaire or questionnaire is declared reliable or consistent. Meanwhile, if the Cronbach's Alpha value < 0.60 , the questionnaire or questionnaire is declared unreliable or inconsistent. It can be concluded that Cronbach's Alpha value above can be declared reliable or consistent.

Democratic Parenting Scale Validity Test Results

Based on the results of the validity test of the democratic parenting measuring instrument from 40 items, there are 4 items that are invalid, the invalid items are 6, 11, 23, and 32. So, the valid items are 36 items with a coefficient value that moves from 0.303 to 0.767. The following is a distribution table of valid and invalid items from the democratic parenting scale shown in Table 3. as follows:

Table 3. Distribution of the Democratic Parenting Scale After the Pilot Test

Aspects	Valid		Fall	
	F	UF	F	UF
Family meeting	1, 21, 31	16, 26, 36	11	6
Controlled freedom	2, 12, 22	7, 17, 27, 37	32	-
Parental guidance and attention	3, 13, 33	8, 18, 28, 38	23	-
Mutual respect between families	4, 14, 24, 34	9, 19, 29, 39	-	-
Two-way communication	5, 15, 25, 35	10, 20, 30, 40		
Total	36 Items		4 Items	

Democratic Parenting Reliability Test Results

A reliability test is a tool for measuring a questionnaire, which is an indicator of a variable or construct. The reliability test results are shown in Table 4. as follows:

Table 4. Reliability Statistics of Democratic Parenting

<i>Cronbach's Alpha</i>	<i>N of Items</i>
,933	40

As seen from the table above, the reliability test results using Cronbach's Alpha are 0.933 with 40 items. If the Cronbach's Alpha value > 0.60, the questionnaire or questionnaire is declared reliable or consistent. Meanwhile, if the Cronbach's Alpha value < 0.60, the questionnaire or questionnaire is declared unreliable or inconsistent. It can be concluded that Cronbach's Alpha value above can be declared reliable or consistent.

Data Analysis and Research Results

The data analysis technique in this study will use correlation with Karl Pearson's Product Moment Correlation technique, this analysis is one of the parametric of several types of correlation tests used to determine the degree of relationship between 2 variables that are interval or ratio scaled and have normal data distribution. This is done in accordance with the research title and identification of the variables.

The reason for using this correlation technique is that the research aims to see the relationship between an independent variable (Democratic Parenting) and the dependent variable (Emotional Intelligence) (Al-Elaimat et al., 2020). Before the data is analyzed with Karl Pearson's Product Moment Correlation, the validity and reliability of the scale and the assumption test of the variables that are the center of attention of the study are first carried out.

Assumption Test Results

The assumption test consists of a normality test and a linearity test on the distribution of research data. Assumption tests were carried out before hypothesis testing with the help of IBM SPSS version 25 software.

Normality Test Results

The purpose of this distribution normality test is to prove whether the distribution of research data is normally or abnormally distributed (Schmidt & Finan, 2018). The distribution normality test was analyzed using the Kolmogorov-Smirnov Test for the Normality technique. The data distribution

is said to be abnormal if $p < 0.05$ otherwise it is said to be normal if $p > 0.05$ (Al Firdausi & Suprayitno, 2023), which can be seen in Table 5. as follows:

Table 5. Normality Test Results of Emotional Intelligence and Democratic Parenting

Variables	Mean	SD	K-S	Sig	Description
Emotional Intelligence	125,85	25,085	0,086	0,200	Normal
Democratic Parenting	98,05	18,013	0,120	0,148	Normal

Criteria: if $P(\text{sig}) > 0.05$, then it is declared a normal distribution

Description:

AVERAGE= Average value

K-S = Kolmogorov-Smirnov Coefficient

SB = Standard Deviation

P = Significance

Based on the results of data processing on emotional intelligence variables $p = 0.200$ ($p > 0.05$) and democratic parenting $p = 0.148$ ($p > 0.05$). The results of the data above show that the distribution of data on emotional intelligence and democratic parenting is normal.

Linearity Test Results

The linearity test is a relationship test to determine whether the degree of relationship between the two variables, namely emotional intelligence and democratic parenting, is linear or not. This means whether democratic parenting can explain the onset of emotional intelligence, namely increasing or decreasing the value of the Y axis (emotional intelligence) along with increasing or decreasing the value of the X axis (democratic parenting). As a criterion, if the P deviation from linearity is different > 0.05 then it is declared to have a linear degree of relationship. The relationship can be seen in Table 6. as follows:

Table 6. Linearity Test Results

Correlational	r^{xy}	F	P (sig)	Description
Emotional Intelligence and Democratic Parenting (Y - X)	0,899	0,706	0,774	Linear

Criteria: if P Deviation from Linearity > 0.05 , then it is declared linear

Description:

Y = Emotional Intelligence

X = Democratic Parenting

F = Frequency

P = Significance

Based on the results of the data table above show the results of the linearity test of emotional intelligence and democratic parenting with $p = 0.774$ ($p > 0.05$) $F = 0.706$. This means that the relationship between the dependent variable (emotional intelligence) and the independent variable (democratic parenting) is declared to have a linear relationship.

Correlation Hypothesis Test Results

According to Sugiyono (2023), a hypothesis is a temporary answer that must be tested with scientific research. Hypothesis testing is carried out based on the normality test and linearity test. To find out the variables of emotional intelligence and democratic parenting and whether they follow a normal distribution that is distributed according to the normal curve principle or not (Ambarwati, 2018). If the data shows normal and linear, then the hypothesis test carried out is to use the Pearson Product Moment technique, which can be seen in table 7. as follows:

Table 7. Correlation Hypothesis Test Analysis Results

Variables	Coefficient (r) _{xy}	P	Coef. Det (r ²)	BE%	Description
Y-X	0,899	0,000	0,809	80,9%	Significant

Criteria: if P (sig) <0.05, then there is a relationship

Description: Y : Emotional intelligence
 X : Democratic parenting
 (r_{xy}) : The correlation coefficient of the relationship between X and Y
 r² : The coefficient of determination
 BE% : Weighted effective contribution of X to Y in Percent
 P : Significance or (Probability) value is the magnitude of the observed odds of the statistical test.

Based on the results of calculations that have been carried out using the Pearson Product Moment correlation analysis technique, it is found that there is a relationship between democratic parenting and emotional intelligence where the correlation coefficient (r_{xy}) value is = 0.899 with a significant value level of p = 0.000 (p <0.05). This means that the research hypothesis is accepted, namely that there is a significant positive relationship between democratic parenting and emotional intelligence. The coefficient of determination (r²) of the relationship between the independent variable X and the dependent variable Y is r² = 0.809. This shows that democratic parenting contributes or contributes to emotional intelligence by 80.9%.

Calculation Results of Hypothetical Mean and Empirical Mean

Hypothetical Mean

For the emotional intelligence variable, the number of valid items is 46 items formatted on a Likert scale in 4 answer choices, so the hypothetical mean is $\{(46 \times 1) + (46 \times 4)\} : 2 = 115$. Then, for the democratic parenting variable, the number of valid items is 36 items formatted with a Likert scale in 4 answer choices, so the hypothetical mean is $\{(36 \times 1) + (36 \times 4)\} : 2 = 90$.

Empirical Mean

Based on descriptive data analysis, the empirical mean value of the emotional intelligence variable is 125.85 with an empirical SD value of 25.085, while the empirical mean value of the democratic parenting variable is 98.05 with an empirical SD value of 18.013.

Criteria

In an effort to determine emotional intelligence and democratic parenting, it is necessary to compare the empirical mean / average value with the hypothetical mean / average value by paying attention to the magnitude of the Standard Deviation (SD) number of each variable. For the emotional intelligence variable, the Empirical SD is 25.085, and the Hypothetical SD is 23, while for the democratic parenting variable, the Empirical SD is 18.013, and the Hypothetical SD is 18.

From the magnitude of the SD number, for the emotional intelligence variable, if the hypothetical mean (MH) < empirical mean (ME), where the difference exceeds the number one SD, it is stated that emotional intelligence is high. If the hypothetical mean (MH) < empirical mean (ME), where the hypothetical mean (MH) is plus or minus SD and the empirical mean (ME) value is in between, emotional intelligence is classified as moderate. If the hypothetical mean (MH) > empirical mean (ME), where the difference exceeds the SD number, it is stated that emotional intelligence is low.

Furthermore, for the democratic parenting variable, if the hypothetical mean (MH) < the empirical mean (ME), where the difference exceeds the number one SD, it is stated that democratic parenting is high. If the hypothetical mean (MH) < the empirical mean (ME), where the hypothetical mean (MH) is plus or minus the SD and the empirical mean (ME) value is in between, then democratic parenting is classified as moderate. If the hypothetical mean (MH) > empirical mean (ME), where the difference exceeds the number one SD, it is stated that democratic parenting is low. A complete picture of the comparison of the hypothetical mean (MH) and the empirical mean (ME) can be seen in Table 4.10 below:

Table 8. Calculation Results of Hypothetical Mean and Empirical Mean

Variables	Empirical SB/SD	Mean/Average Value		Description
		Hypothetical	Empirical	
Emotional Intelligence	25,085	115	125,85	Medium
Democratic Parenting	18,013	90	98,05	Medium

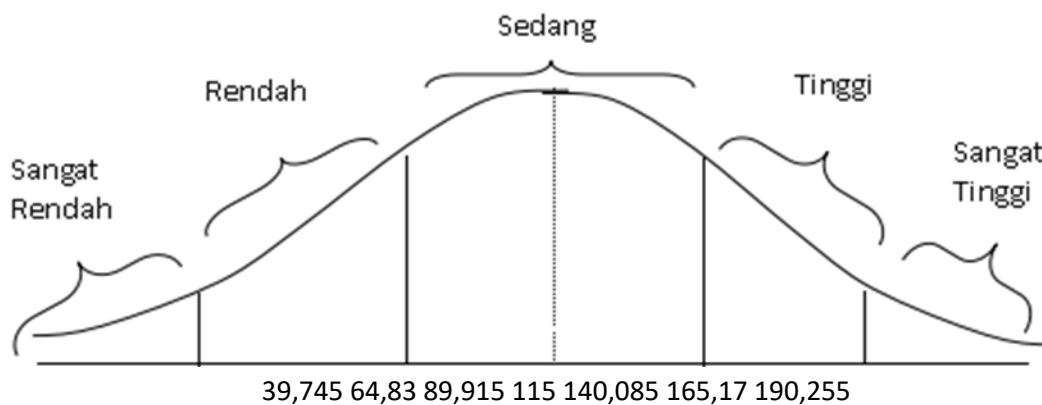


Figure 1: Emotional Intelligence Variable Distribution Curve

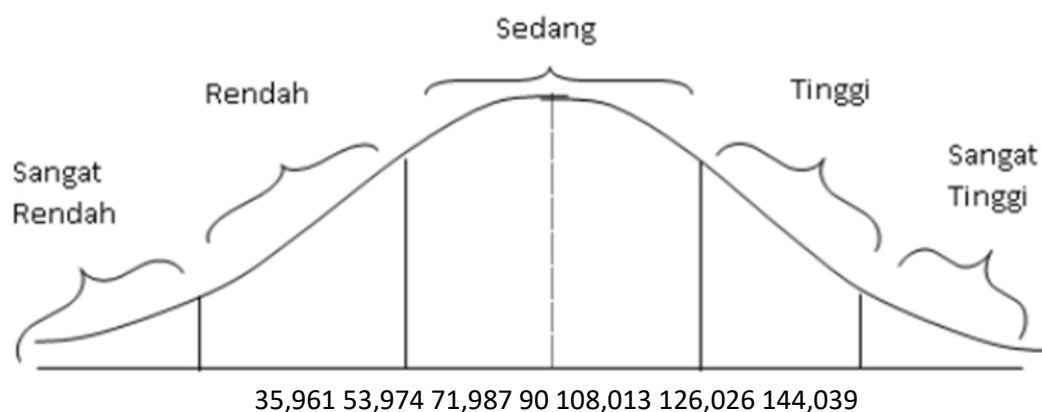


Figure 2. Distribution Curve of Democratic Parenting Variables

From the results of existing data, it is known that for the Emotional Intelligence variable, the hypothetical mean / average value (MH) of 115 is smaller than the empirical mean / average value (ME) of 125.85, which is between its value, so it is stated in the moderate category and for the Democratic Parenting variable, the hypothetical mean / average value (MH) of 90 is smaller than the empirical mean / average value (ME) of 98.05, which is between its value, so it is stated in the moderate category. So, it can be concluded that Emotional Intelligence is stated to have a moderate category, and Democratic Parenting is stated to have a moderate category (Șițoiu & Pânișoară, 2023).

Based on the results of data analysis using correlation Hypothesis Test analysis, it is known that there is a positive relationship between democratic parenting and emotional intelligence, namely the value (r_{xy}) of = 0.899 with a significant level of $p = 0.000$ ($p < 0.05$). then it is stated that there is a relationship. This means that the hypothesis proposed that the higher the democratic parenting, the higher the emotional intelligence, and vice versa, the lower the democratic parenting, the lower the emotional intelligence (Harpaz et al., 2021).

The results of this study are reinforced by previous research, namely, Identified as many as 80% belonging to democratic parenting. The results of parenting, including democracy, show that emotional intelligence is in a high category, so it can be concluded that the right parenting for adolescents is democratic parenting.

In knowing the condition of democratic parenting and emotional intelligence, it is necessary to compare the empirical mean / average value with the hypothetical mean / average value by paying attention to the magnitude of the Standard Deviation (SD) number of each variable. The democratic parenting variable is classified as moderate because the hypothetical mean / average value (MH) of 90 is smaller than the empirical mean / average value (ME) of 98.05, which is between its values and the emotional intelligence variable, it is classified as moderate because the hypothetical mean / average value (MH) of 115 is smaller than the empirical mean / average value (ME) of 125.85. This data shows that Nurul Hasanah Medan High School students fulfill the aspects of emotional intelligence. One of the aspects revealed, according to Goleman (2020), in the family environment is parenting, which affects personality and behavior because children tend to be more independent and good at regulating their emotions if given enough space to have an opinion, given responsibility and choose their own desires (democratic), therefore democratic parenting is one of the factors forming emotional intelligence.

The contribution load obtained from the results is 80.9%. Where the coefficient of determination (r^2) of the relationship between the independent variable X and the dependent variable Y is $r^2 = 0.809$, this shows that this shows the effective contribution given by parental democratic parenting to emotional intelligence is 80.9%. So, democratic parenting has an influence on emotional intelligence by 80.9%. Then it is known that the rest is 19.1% as for other factors not examined in this study, namely derived from household harmony, school environment and peers, teacher and parental guidance, personality home atmosphere, parental habits, and a healthy body.

It is known that the value of the contribution made by the study is very large, so the contribution is effective in determining high and low emotional intelligence and parental democratic parenting. This is in line with Hurlock's opinion (2020), which also states that the best and most effective parenting for children's emotional development is democratic parenting because parents balance the rights and obligations of children as the main priority who are educated with love, warmth, and discipline. Parents make rules that are not too restrictive and provide a lot of space and opportunities for children to express themselves; children will feel that they are valuable, which affects their

emotional development, which means that democratic parenting influences individuals in going through their emotional development to reach the stage of maturity and emotional intelligence.

It can be seen in the phenomena and facts that emotional intelligence is classified as low because adolescents themselves need democratic parenting from their parents; not fulfilling parental democratic parenting will make adolescents experience a relatively low level of emotional intelligence or a diverse level of emotional intelligence at SMA Nurul Hasanah Medan. This opinion is also supported by Restiani, Ningsih, and Ardina (2023), who say that democratic parenting will make children independent person and not easily dependent on others and democratic parenting is the right parenting pattern for parents in educating their children because children who are educated with democratic parenting will find it easier in their emotional development to reach the stage of maturity and emotional intelligence.

Based on the direct experience of researchers in this research process, there are several limitations experienced and can be several factors that can be considered for future researchers in further perfecting their research because this research itself certainly has shortcomings that need to be improved in future studies. One of the limitations of the study is the number of respondents who are only 40 people; of course, it is still not enough to describe the real situation (Denscombe, 2017). In the data collection process, the information provided by respondents through questionnaires sometimes does not show the actual opinions of respondents; this happens because sometimes there are different thoughts, assumptions, and understandings of each respondent, as well as other factors such as honesty in filling out the respondents' opinions in the questionnaire.

CONCLUSION

Based on the results of this study, it can be concluded that the hypothesis proposed in this study is accepted. The results of the statistical tests using the Pearson product-moment correlation analysis technique showed a correlation coefficient (r_{xy}) value of 0.899 with a significant p -value of 0.000 ($p < 0.05$). This indicates a strong positive correlation between democratic parenting and emotional intelligence, where higher democratic parenting is associated with higher emotional intelligence, and conversely, lower democratic parenting is associated with lower emotional intelligence.

The calculation of the hypothetical mean/average value (MH) and the empirical mean/average value (ME) further supports these findings. Emotional intelligence is classified as moderate, with an MH of 115 smaller than the ME of 125.85, and a standard deviation of 25.085. Similarly, perceived democratic parenting is classified as moderate, with an MH of 90 smaller than the ME of 98.05, and a standard deviation of 18.013. The coefficient of determination (r^2) between the independent variable (democratic parenting) and the dependent variable (emotional intelligence) was 0.809, indicating that 80.9% of the variation in emotional intelligence is effectively explained by democratic parenting. The remaining 19.1% is influenced by other factors, such as household harmony, school environment, peers, teacher and parental guidance, personality, home atmosphere, parental habits, and physical health.

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