

The Relationship Between Patterns of Care and Level of Emotional Intelligence Among Pre-School Children

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The Relationship Between Patterns of Care and Level of Emotional Intelligence Among Pre-School Children

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Background : Psychologists Salovy from Harvard University and Mayer from the University of New Hampshire reveal that emotional intelligence is an emotional quality that is important for a successful life. These qualities include empathy, expressing and understanding feelings, controlling anger, independence, ability to adapt, to be liked, ability to solve interpersonal problems, perseverance, solidarity, friendliness and respect. Factors that can affect emotional intelligence include psychological factors, emotional training factors and family education factors. The purpose of this study was to determine the relationship between parenting style and the level of emotional intelligence of preschool children. **Method :** The research design used was cross-sectional, the research was carried out at TK Kemala Bhayangkari 48 Tulungagung. **Result :** The results showed that respondents who received authoritative care were 16 children (53.3%) who all had emotional intelligence, including in the smart category. Meanwhile, none of the children who received authoritative care were in the less intelligent category. The results of the Chi-Square statistical test showed that $p = 0.000 < \alpha = 0.05$, which means that there is a relationship between parenting styles and the level of emotional intelligence of preschool children. **Conclusion :** It is concluded that different parenting styles will produce children with different levels of emotional intelligence. The better the parenting method, the better the level of intelligence of a child. Recommendations for future researchers are expected to further investigate the factors that can influence the individual characteristics of parents and the level of emotional intelligence of preschool children.

Keywords:

Parenting
Emotional Intelligence
Pre School Children

I. Introduction

Emotional intelligence is very important for a person's life. Emotional intelligence was first expressed by psychologists Salovy of Harvard University and Mayer of the University of New Hampshire to reveal emotional qualities that are essential for a successful life. These qualities include empathy, expressing and understanding feelings, controlling anger, independence, ability to adapt, to be liked, ability to solve interpersonal problems, perseverance, solidarity, friendliness and respect. (Widyarningsih, 2016)

One form of child behavior that identifies an inability to control emotions is a crime that has occurred in recent years in Indonesia. In Indonesia in 2017 there were 1,234 boys or 54% and 1,064 girls or 46% as victims and perpetrators of cases of sexual harassment (Susanto, 2017) and based on KPAI data in 2015, 463 complaints of pornography and cyber crimes were recorded. Meanwhile, in 2016 it increased to 587 complaints and in 2017 the figure reached 514 complaints. The high rate of juvenile delinquency identifies the number of children who are not yet optimal in developing their emotional intelligence.

From research conducted by Asti Nurhayati and Fitria Siswi Utami, S.Si.T., MNS at TK ABA Candi, Pakem, Sleman in 2016, from 94 respondents it was concluded that parenting styles are mostly democratic parenting, namely 87 people (92.6%), while the parents who set authoritarian parenting were 4 (4.3%), and only 3 parents (3.2%) applied permissive parenting. And based on the analysis, the level of emotional intelligence in preschoolers at TK ABA Candi,



Pakem, Sleman shows that there are 87 children with high emotional intelligence (92.6%), and 7 children with effective emotional intelligence (7.4 %).

Parents' behavior models, directly or indirectly, will be studied and imitated by children. When children see the good habits of their parents, they will quickly imitate them, and vice versa, if parents behave badly, their behavior will be imitated by the children. Children imitate how parents behave, speak words, express hopes, demands, and criticize each other, respond to and solve problems, and express feelings and emotions. If parents often reject children's negative emotions in wrong ways, such as scolding children or pinching, this will affect the child's emotional intelligence. The impact is that children will have a low level of emotional intelligence. If the child feels depressed, the child will find it difficult to develop his abilities, children will always feel disappointed and dissatisfied with themselves. Children will find it difficult to adjust to their environment and friends, have difficulty socializing and manage their emotions. Children will often feel angry or sad without knowing a clear reason and it is difficult to calm themselves when they are angry or sad. This will greatly affect the child's future.

Therefore, children's emotional intelligence is closely related to parenting styles. There are many things that can be done to form parenting styles for children so that their emotional development runs normally. However, to make this happen, parents must be role models for children by exemplifying positive things in everyday life. Do not let the child be forced to do good things according to the parents but the child actually doesn't want to do it. Free the child to express and listen to his opinion. Understand the child's point of view, so parents will find it easier to give understanding to children the causes and effects of a thing.

The purpose of this study is to identify parenting styles in preschool children at TK Kemala Bhayangkari 48 Tulungagung, identify levels of emotional intelligence in preschool children at TK Kemala Bhayangkari 48 Tulungagung, analyze the relationship between parenting styles and emotional intelligence levels of preschool children at TK Kemala Bhayangkari 48 Tulungagung .

The hypothesis in this study is that there is a relationship between parenting styles with the level of emotional intelligence of preschool children at TK Kemala Bhayangkari 48 Tulungagung in 2020.

II. Methods

The research design used was a cross sectional research design. Cross Sectional Design is a study to study the dynamics of the correlation between risk factors and effects, by way of approaching, observing or collecting data at once (point approach). That is, each research subject is observed only once and measurements are made of the character status or subject variables at the time of examination. This does not mean that all study subjects were observed at the same time. (Notoatmodjo, 2014)

The type of research design used is the correlation study. Correlation studies are studies or studies of the relationship between two variables in a situation or group of subjects. This is done to see the relationship between one symptom and another symptom, or one variable with another. (Notoatmodjo, 2014)

The population of this study were all parents / mothers of students at TK Kemala Bhayangkari 48 Tulungagung totaling 120 people.

The sample used in this study were some of the parents / mothers of students at TK Kemala Bhayangkari 48 Tulungagung who fit the inclusion criteria.

Collecting data using a questionnaire measuring tool. Data analysis using test statistics *Chi-Square*. If ρ value < 0.05 said to be significant that is H_0 is rejected, then H_1 is accepted which means there is the relationship of parenting style with the level of emotional intelligence of preschool children, while ρ value > 0.05 then H_0 is accepted, and H_1 is rejected, which means that it does not exist the relationship of parenting style with the level of emotional intelligence of preschool children.

The ethics of this research are the Informed Consent, Anonymity (No Name), and Confidentiality (Confidentiality) Approval Sheet.

III. Result**A. Special Data****1. Distribution of parenting styles to TK Kemala Bhayangkari 48 Tulungagung students in 2020**

No.	Parenting Style	Frequency	Percentage
1	Authoritative	16	53%
2	Authoritarian	14	47%
3	Permissive	0	0%
	amount	30	100%

Based on table 1, it can be concluded that most of the 16 parents/ respondents (53%) apply authoritative parenting to their children.

2. Distribution of emotional intelligence of preschool children at TK Kemala Bhayangkari 48 Tulungagung in 2020.

No.	Level of Emotional Intelligence	Frequency	Percentage
1	Intelligent	18	62%
2	Less Smart	12	38%
	amount	30	100%

Based on table 2 it can be concluded that 18 students (62%) of the 30 students in TK Kemala Bhayangkari 48 Tulungagung are among the children who have a level of emotional intelligence which is included in the smart category.

B. Cross Tabs**1. Cross-tabulation of the level of children's emotional intelligence on parenting styles at TK Kemala Bhayangkari 48 Tulungagung**

Parenting Style	Children's Emotional Intelligence Level				amount	
	Intelligent		Less Smart		F	%
	F	%	F	%		
Authoritative	16	53.3%	0	0%	16	53.3%
Authoritarian	2	6.7%	12	40%	14	46.7%
Permissive	0	0%	0	0%	0	0%
amount	18	60%	12	40%	30	100%

Based on table 3, the results show that 16 children (53.3%) who received authoritative care all had emotional intelligence which was included in the smart category. Meanwhile, none of the children who received authoritative care were in the less intelligent category.

C. Data analysis ⁴

1. Analysis of the relationship between parenting patterns and the level of emotional intelligence of preschool children at TK Kemala Bhayangkari 48 Tulungagung in 2020.

Variable	Statistic test	Asymp. Sig. (2 - sided)	α	Conclusion
Independent: Parenting style				
Dependent: Emotional Intelligence	Chi Square	0,000	0.05	H0 Denied

Based on table 4, it is known that the relationship between parenting and the level of emotional intelligence of preschool children at TK Kemala Bhayangkari 48 shows the Asymp value. Sig. (2 - sided) = 0.000 at $\alpha = 0.05$.

¹ This shows that Asymp. Sig. (2 - sided) $< \alpha$, so H0 is rejected, which means there is a relationship between parenting and the level of emotional intelligence of preschool children.

IV. Discussion

A. Parenting Patterns in Kindergarten Students Kemala Bhayangkari 48 Tulungagung in 2020

The results showed that respondents who applied authoritative parenting were 16 respondents (53%), and the remaining 14 respondents (47%) applied authoritarian parenting.

According to Wong (2001) in Wahyuningtyas (2015), factors that influence parenting are parental education, parental age, father involvement, previous experience in parenting, and parental stress. In this study, the researcher did not discuss one of the factors, namely the factor ¹² father involvement.

Based on the results of this study, it was found that most of the parents at TK Kemala Bhayangkari 48 Tulungagung applied authoritative parenting. Parents who have higher education will have more understanding and broad knowledge about childcare. Nearly half of the respondents have a higher education level, namely 14 respondents (46.7%). In accordance with the theory of Wong (2001) in Wahyuningtyas (2015), one of these factors is that education can affect the characteristics of individual parents in TK Kemala Bhayangkari 48 Tulungagung in providing care for their children.

B. Level of Emotional Intelligence of Preschool Children in Kindergarten Kemala Bhayangkari 48 Tulungagung in 2020

The results showed that most of the children had emotional intelligence which was included in the smart category, namely 18 students (62%) and 12 students (38%) who were in the poor category. ⁸

Early childhood emotional intelligence is the ability to recognize, process, and control emotions so that children are able to respond positively to any conditions that stimulate the emergence of emotions. By teaching children emotional skills, children will be better able to deal with various problems that arise during the process of their development towards adult humans. Several studies in the field of child psychology have shown that children who have high emotional intelligence are children who are happy, confident, popular, and more successful in school (Mashar, 2011).

Based on the results of research that has been conducted using a questionnaire, it was found that most children have emotional intelligence which is included in the smart category. The results obtained by the researchers obtained from the children's emotional intelligence questionnaire that the most answered positive statements were children who dared to go to school by themselves, were only delivered and then left home, children were patient and

orderly queued to enter class after lining up, when they had new toys that were difficult for children to try to play, looking for ways that he can solve it, when the child needs help from the child's parents ask in a kind and polite way. Some of these statements were answered always in the category of respondents. A total of 13-14 respondents answered that children always do. When conducting research, researchers also looked at children's activities in the classroom. Researchers found that most children were active in following lessons, were cheerful, independent in doing assignments, after playing they cleaned their own toys, were active in socializing and made friends with their friends. This is in accordance with the theory of Mashar (2011) and shows that most students from TK Kemala Bhayangkari 48 Tulungagung have emotional intelligence which is included in the smart category.

C. The Relationship between Parents' Parenting and Emotional Intelligence Levels of Preschool Children in Kemala Bhayangkari 48 Kindergarten, Tulungagung.

The results of cross tabulation between parenting styles and children's emotional intelligence level of 18 respondents whose emotional intelligence was included in the smart category by authoritative parenting were 16 children (53.3%). Meanwhile, none of the respondents who have emotional intelligence are in the less intelligent category.

The results of the study using the Chi-Square statistical test obtained the Asymp value. Sig. (2 - sided) = 0.000 at $\alpha = 0.05$. This shows that Asymp. Sig. (2 - sided) $< \alpha$, so H_0 is rejected, which means there is a relationship between parenting and the level of emotional intelligence of preschool children.

From the results of the above research, parents must be able to choose a good and appropriate way of caring for their children. Children who are cared for in the wrong way will affect their emotional abilities. Because parenting and emotional education for children from family, especially parents, are the initial stages for children to become adult humans who have self-awareness skills, self-control, self-motivation, empathy, and social skills. According to researchers, this proves that parenting can affect the level of emotional intelligence of a child. Meanthe better the parenting style, then the level of emotional intelligence in preschool children will be higher.

V. Conclusion

Based on the results of research conducted by researchers who discuss "The Relationship between Parenting Patterns and the Emotional Intelligence Level of Preschool Children at Kemala Bhayangkari 48 Kindergarten Tulungagung", it is known that the relationship between parenting style and emotional intelligence level of preschool children at TK Kemala Bhayangkari 48 obtained Asymp values. Sig (2-sided) = 0.000 at $\alpha = 0.05$. This shows that Asymp. Sig (2-sided) $< \alpha$, so H_0 is rejected, which means that there is a relationship between parenting and the level of emotional intelligence of preschool children. It is suggested that further researchers be able to further investigate the factors that can influence the individual characteristics of parents and the emotional intelligence of preschool children.

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